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ABSTRACT

This social studies curriculum guide for grades K-12 contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Most of the guide is devoted to the last two sections. Strategies for classroom use are outlined and discussed under the following categories: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the K-12 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time. A course of study time frame is included that describes, in sequence for each social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

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"I have a dream..."
Martin Luther King

"A culturally diversified society is a source of strength for a nation."
Adelaide DeSoto

"With all beings and all things we shall be as relatives."
Dakota Indian Proverb

"...We can help make the world safe for diversity."
John F. Kennedy

"It is how we use our lives that determines what kind of people we are."
Cesar Chavez

"We must weave a social fabric in which each diverse human gift will find a fitting place."
Margaret Mead

"By nature, (people) are nearly alike; by practice, they get to be wide apart."
Confucius

"America is a tune. It must be sung together."
Gerald Stanley Lee

The Social Studies Curriculum document was produced with the authorization and support of the Metropolitan School District of Warren Township Board of Education:

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The production of this curriculum document began in August 1990 when a Social Studies Curriculum Facilitator was appointed. The Social Studies Curriculum Facilitator, Herb Korra, working with Betty Poindexter, Assistant Superintendent for Curriculum and Instruction and the Social Studies Instructional Improvement Team, with Stuart J. Swensson as chairman, began to develop plans for the revision of the social studies curriculum, adaptation of textbooks and development of this curriculum document.

The Social Studies Instructional Improvement Team spent many hours in developing ideas and plans. Many people were involved in the various aspects of this final product.

We sincerely thank the staff members who have given much time and effort toward the research and writing of the new Social Studies Curriculum Guide and serving as a building resource during the textbook adoption process. We wish to acknowledge the help and time spent by all social studies teachers in filling out surveys, giving suggestions and attending various meetings. The input of all is greatly appreciated.

Dr. Michael Garcia, Indiana University Northwest, provided expert advise and many suggestions for the multicultural segment of this document. Phil Douglas, Director of Human Services, provided guidance, materials and training sessions to help make this inclusion of multiculture and multiethnic aspects possible. We appreciate their assistance immensely.

Only with the confluence of individual efforts of the educators listed below were we prepared to publish this extensive document:

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DEDICATION

For the first time in over 25 years, the Social Studies Curriculum in Warren Township has been revitalized. Under the direction and vision of Dr. Betty Poindexter, many changes and improvements have been made to develop a modern-day approach to the Social Studies Curriculum. The end result, it is hoped, will be equity education in Social Studies for all students. Those of us who have worked closely with Dr. Poindexter are personally and professionally grateful for her efforts and concern for Warren students. This curriculum guide is hereby dedicated to Dr. Poindexter.

THE METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP
INTEGRATED SOCIAL STUDIES CURRICULUM
"PRACTICING DEMOCRACY THROUGH EQUITY EDUCATION"

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SCHOOL BOARD POLICY
Instruction
Multicultural, Non-Sexist, and Disabled Education

The Metropolitan School District of Warren Township shall not discriminate on the basis of race, national origin, sex, creed, age, marital status, or disability in its educational programs or activities as required by Title VI and VIII of the 1964 Civil Rights Act (CRA), Title IX of the 1972 Education Amendment, and the Federal Rehabilitation Act of 1973.

It is also the policy of this corporation that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to men and women in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural, non-sexist society. *

PHILOSOPHY
Social Studies Instruction
MSD Warren Township

The Social Studies Curriculum is designed to develop, educate, and prepare young people for a multicultural-multiethnic society and an interdependent world in which they are citizens. The development of the individual, family, and community is crucial to the vitality and sustenance of a democratic nation.

The ability to understand the past, identify with the present, and adjust to a rapidly changing global environment is essential to gain insights into the social, political, cultural, environmental, and economic systems that affect students in various ways.

The rapidly changing world requires that young people be able to think critically, apply knowledge to solve problems, develop communication and research skills and be able to apply technology so that they will become productive citizens.

The shared responsibility between the home, school, and community must be to encourage social participation and understanding. This should include active involvement in rational decision making that will develop knowledgeable citizens, voters, and consumers. The primary goal of Social Studies instruction is therefore, to promote citizenship education, to insure a democratic society and to provide for a fundamental humanistic quality of life.

*Policy Adopted: June 18, 1990

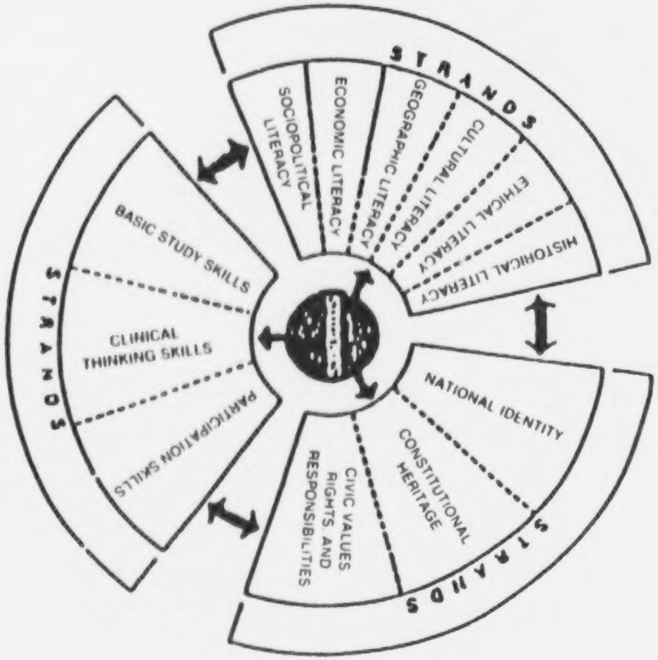
II. Social Studies Curriculum Framework - Implementation

A. The distinguishing characteristics of the Warren Township Social Studies Curriculum are:

1. the framework proposes both an integrated and correlated approach to the teaching of social studies. The teacher is expected to integrate his/her teaching with the other humanities and from other fields, such as language arts, science and math.
2. the framework stresses the importance of a story well told. Whenever appropriate, history should be presented as an exciting and dramatic series of events in the past that helped shape the present
3. the framework emphasizes the importance of studying major historical events and periods in depth.
4. the framework proposes a sequential curriculum, one in which knowledge and understanding are built in a carefully planned and systematic fashion K - 12.
5. the framework incorporates a multicultural perspective. It requires teachers to recognize that the history of community, state, region, nation and world must reflect the experiences of men and women and of different racial, religion, and ethnic groups.
6. the framework stresses world history at grade 6,7, and 10 (10th grade to be required). Special attention is to be paid to the study of non-western societies in recognition of the need for understanding history and cultures of various non-western groups.
7. the framework emphasizes the importance of application of ethical understanding and civic virtue to public affairs. At each level students are to reflect on that individual responsibility and behavior needed to create a good society. The student is to examine the role of law in society.
8. the framework supports the study and discussion of the fundamental principles embodied in the United States Constitution and Bill of Rights.
9. the framework encourages teachers to present controversial issues honestly and accurately. Students need to understand that events in history provoked controversy as do the events reported in today's headlines.
10. the framework acknowledges the importance of religion in human development. Students must become familiar with the basic ideas of the major religious and ethnical traditions of each time and place and the role of religion in the founding of this country. Students should understand the intense religious passions that have produced fanaticism and war as well as the political arrangement developed that allowed different religious groups to live peacefully together in a pluralistic society.
11. the framework stresses that critical thinking skills be included at every grade level. Students will learn to detect bias in print and media; to recognize illogical thinking; to guard against propaganda; to avoid stereotyping of groups but to reach conclusions based on solid evidence and to think critically, creatively, and rationally.

12. the framework supports a variety of content - appropriate teaching methods that engage students actively in the learning process; such things as local and oral history projects, writing projects, debates, simulations, role playing, dramatizations, and cooperative learning, as in the use of teacher technology to supplement reading and classroom activities.
13. the framework provides opportunities for students' participation in their community. From an early age, students need to become involved in the community. The teachers need to provide opportunities for the student to become involved in community affairs.
14. the framework stresses the importance of enriching the study of history with use of literature, both literature _of_ and literature _about_ a given period.
15. the framework stresses the importance for teachers to provide multi-assessment methods to meet the needs of all types of learners in each classroom.
16. the framework stresses the need for economic development for the individual, community, state, nation and global community.
17. the framework recognizes the importance of understanding various societial problems such as the environment.

SOCIAL STUDIES CURRICULUM STRANDS
K-12


STRANDS
SOCIOPOLITICAL LITERACY
ECONOMIC LITERACY
GEOGRAPHIC LITERACY
CULTURAL LITERACY
ETHICAL LITERACY
HISTORICAL LITERACY
STRANDS
NATIONAL IDENTITY
CONSTITUTIONAL HERITAGE
CIVIC VALUES RIGHTS, AND RESPONSIBILITIES
STRANDS
BASIC STUDY SKILLS
CLINICAL THINKING SKILLS
PARTICIPATION SKILLS

Goal of
KNOWLEDGE
and
CULTURAL
UNDERSTANDING

Goal of
SKILLS ATTAINMENT
and
SOCIAL PARTICIPATION

Goal of
DEMOCRATIC
UNDERSTANDING
and
CIVIC VALUES

II. Social Studies Curriculum Framework - Implementation (continued)

B. Curriculum Strands - The curriculum strands are a constant in every grade, and each year these basic learnings are deepened, enriched, and extended.

1. Knowledge and cultural understanding is pursued by developing students' literacy in history and the other humanities such as ethics, geography, economics, sociology, and political science.
2. Historical Literacy
    a. Develop a keen sense of historical empathy - what it was like to be there.
    b. Understand the meaning of time and chronology - terms to understand: decade, generation, century.
    c. Analyze cause and effect - historical events usually have multiple causes and effects.
    d. Understand reasons for continuity and change. Some things do not change - why?
    e. Recognize history as common memory, with political implications - in democratic societies the historical record is open to debate, revision, conflicting interpretations, and acknowledgement of past mistakes.
    f. Understand the importance of religion, philosophy, and other major belief systems in history - students gain an understanding of a cultural, ethical and moral commitment.
3. Ethical Literacy
    a. Recognize the sanctity of life and the dignity of the individual.
    b. Recognize the ways in which different societies have tried to resolve ethical problems.
    c. Realize that the ideas people profess affect their behavior - connection between ideas and actions, ideology and policy, and policy and practice.
    d. Understand that concern for ethics and human rights is universal - slave revolts in ancient times; popular movement, i.e. Mohandas Gandhi, Desmond Tutu, Christians who tried to help the Jews during the Holocaust.
4. Cultural Literacy
    a. Understand the rich and complex nature of a given culture.
    b. Realize the relationships among the various parts of a nation's cultural life.
    c. Study the myths, legends, values, and beliefs of a people.
    d. Understand that literature and art reflect the inner life of a people.
    e. Develop a multicultural perspective that respects the dignity and worth of all people.

5. Geographic Literacy
    a. Learn an awareness of place.
    b. Develop locational skills and understanding.
    c. Recognize human and environmental interaction.
    d. Understand human movement.
6. Economic Literacy
    a. Recognize the basic economic problems confronting all societies.
    b. Recognize comparative economic systems.
    c. Understand the basic economic goals, performance, and problems of our society.
    d. Understand the international economic system.
7. Sociopolitcal Literacy
    a. Understand the relationship between society and law.
    b. Understand comparative political systems.
8. National Identity and Constitutional Heritage.
    a. Realize that the American society is now and always has been pluralistic and multicultural.
    b. Recognize the American dream of equality and freedom.
    c. Realize the unique role the United States has had as a nation of immigrants.
    d. Understand the basic principals of democracy and the historic development of our constitutional society.
9. Civic Value, Rights and Responsibilities
    a. Understand what is required of citizens in a democracy.
    b. Understand individual responsibility for the democratic system.
    c. Encourage individual participation in community and civic function.
10. Social Participation and Skills Attainment
    a. Personal skills - develop a sensitivity to needs, problems and aspirations of others; recognize personal biases and prejudices; develop an understanding of people as individuals.
    b. Group interaction skills - willingness to listen to the differing views of others; be able to make decisions; set goals; leadership skills; resolve conflicts peacefully.
    c. Social and political participation skills - identify issues; recognize responsibilities connected with citizenship; willing to help reserve and extend justice, freedom, equity and human rights.
    d. Define and clarify problems, identify central issues or problems
    e. Judge information related to a problem, ability to distinguish among fact, opinion and reasoned judgment.
    f. Solve problems and draw conclusions.
    g. Basic study skills of social science should include the ability to:
        1. Acquire information by listening and observing community resources and reading a variety of sources.
        2. Locate, select and organize information from written sources such as books, periodicals, government documents and encyclopedias.
        3. Retrieve and analyze information by using computers and other electronic media.
        4. Read and interpret maps, globes, models, diagrams, graphs, tables, pictures and political cartoons.
        5. Organize and express ideas clearly in speech.

    See page 19 for a listing of Social Studies Skills.

C. Guidelines for Materials:

1. Instructional materials should present history as an exciting and fascinating story that is prepared for a general audience. Materials that students can read with interest, enthusiasm, and pleasure are needed.
2. The writing should be vivid and dramatic without sacrificing accuracy; it should incorporate human interest wherever possible so that students will recognize the universal humanity of people in other times and places. The content should focus on the men and women before triumphs and tragedies continue to deserve our attention; it should convey a lively sense of people who struggled, feuded, achieved great things, authored terrible tragedies, labored in anonymity, or strode boldly on the stage of history.
3. Once a topic has been selected, it must be presented in depth with a beginning, a middle, and an end.
4. Materials must be accurate and truthful in describing controversies in history, including controversies among historians.
5. Whether treating past or present, textbooks must portray the experiences of men, women, children and youth, as well as, different racial, religious, gender and ethnic groups.
6. Historical controversies must display a variety of perspectives by the participants, that is, accounts of wars should convey the perspectives of both the conquerors and the conquered.
7. Textbooks must pay close attention to ethical issues. Through social studies sources, student should have many opportunities to consider stands of ethical behavior.
8. Materials should include primary source materials to enable students to get an authentic sense of other times and places.
9. Materials should reflect the significance of civic values and democratic institutions and promote/encourage civic involvement.
10. Social issues such as environment and hunger, for example, must be presented in true realistic fashion.
11. Materials should reflect the importance of education in a democratic society. Students should see numerous examples of men and women who used their learning and intelligence to make important contributions to society.
12. Materials need to incorporate the use of literature as a means of demonstrating the inner life of people in other times and places.

D. Guidelines: Will Ensure the Implementation of the Social Studies Philosophy and Curriculum

1. As institutional leaders, Administrators at all levels will:
    a. acquire a working knowledge of current trends in Social Studies; the Social Studies Instructional Improvement Team will assist administrators and teachers.
    b. create and cultivate environment that supports the Social Studies Curriculum
    c. initiate and promote continual staff development.
    d. monitor time spent on Social Studies units to ensure fair coverage of all Social Studies Curriculum at all levels.

    e. be aware that the written Social Studies Curriculum represents 70% of class time and the remaining 30% of Social Studies class time be spent to enrich the curriculum.

2. Integration of the disciplines will be accomplished by:
    a. accommodating learning styles.
    b. using a variety of collaborative learning techniques.
    c. refining metacognition and thinking skills through teacher modeling and critical questioning.
    d. valuing and activating the students' prior knowledge to make instruction meaningful.
3. Students will:
    a. be active, responsible, cooperative, strategic learners using and monitoring their own learning and thinking.
    b. use reading, writing, problem solving and communicating in ways that will facilitate participation in society and fulfillment of life's goals.
4. The learning environment will reflect:
    a. a belief that all children can learn.
    b. a total immersion in Social Studies.
5. Teachers will model and guide students' learning through planned instruction by:
    a. participating in staff development.
    b. using a variety of strategies and resources with students as an expansion of the adopted text.
    c. allowing "wait" time for student responses.
    d. using flexibility in the grouping of students (including whole class instruction, heterogeneous and ability grouping), emphasize cooperation rather than competition among groups.
    e. modeling strategies to emphasize the process rather than the product.
    f. providing positive feedback for all students.
    g. be aware of the needs of various cultural groups that make up the classroom and promote a positive image for each learner in each classroom.
    h. using skillsheets, homework, and other assignments which contribute to measurable and observable growth. i.maintaining communication with parents.
    j. teaching students that knowledge is power.
6. Assessment will:
    a. allow for a variety of evaluation techniques that reflect instruction.
    b. clearly reflect an achievement target.
    c. provide instructor with sufficient sample of student achievement.
    d. control various sources of interferences.
    e. provide a clear sense of purpose.
    f. provide for self evaluation.

7. All School personnel will pursue multicultural education by showing the:
   a. strength and value of cultural diversity.
   b. human rights and cultural diversity of all groups.
   c. alternative life choices for all people.
   d. social justice and equal opportunity for all people.
   e. equity power of distribution among members of ethnic, gender, physical, and age groups.

**Basic Sources for Implementation Section

1. Warren Township Social Studies goals and objectives
2. State of Indiana Social Studies Guidelines
3. History: Social Science Framework, California State Board of Educators
4. National Council for Social Studies Guidelines

III. PROGRAM LEVEL OBJECTIVES

Social Studies Instruction

Metropolitan School District of Warren Township

1990-1991

1. Students will understand basic concepts and terminology of the various disciplines of social studies in order to apply these ideas to events, ideas, and patterns from the past, in the present, and in the future.
2. Students will create connections between ideas in the different learning disciplines so that interrelations can be identified when human endeavors are examined.
3. Students will be trained in critical thinking skills such as analyzing, hypothesizing, problem solving, research, and information gathering so that students will use higher order thinking skills when confronted by problems in life.
4. Students will learn how to gather and process information so that they will be able to incorporate this data effectively and share it with others in oral, written, graphic, or other communication forms.
5. Students will exhibit citizenship and patriotism behaviors that must be actively shown via knowledge, appreciation, and commitment vital to living effectively in our pluralistic national context.
6. Students will be aware of various religions and recognize their impact on cultural and value structures in societies throughout the world.
7. Students will understand and appreciate the role of the family in the development and perpetuation of American Culture in order to increase the personal confidence that allows them to function effectively within our society.
8. Students will understand the principles of capitalism and other economic systems of the world so that the global connections and conflicts among these systems can be pictured in terms of their effect on daily life.

9. Students will develop a broad knowledge of, and respect for, other people's cultures ensuring that tolerance influences each learner's role in human progress and survival.

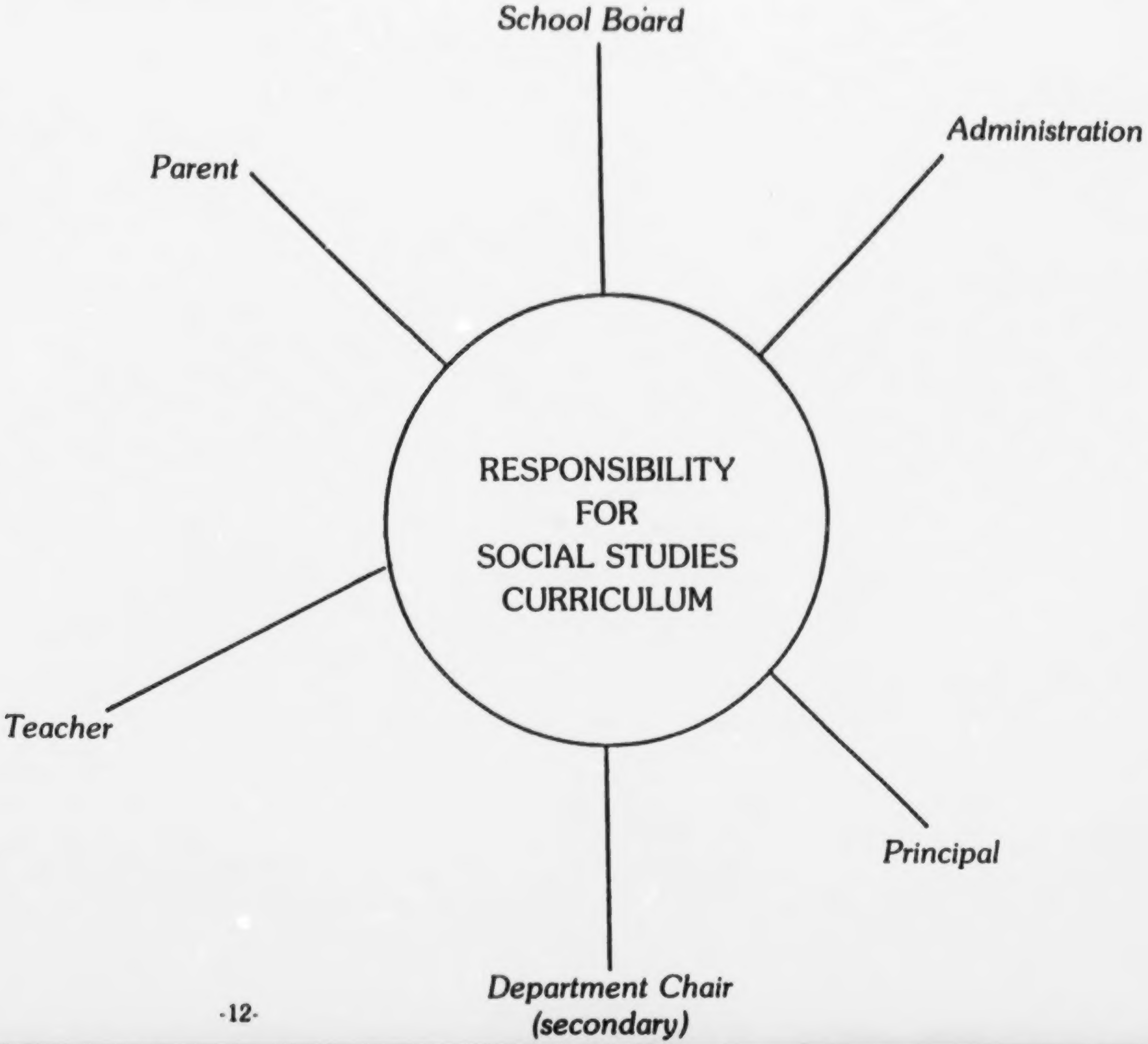
10. Students will develop knowledge about the relationship of humans and physical geography so that the importance of action and personal responsibility for conservation in meeting the needs of humans can be shared by the learner.

11. Students will realize the interdependence of nations and peoples in today's world requires a demonstration of knowledge, appreciation, and commitment that is necessary to live effectively and responsibly in a global context.

12. Students will define and illustrate the concept of change in our world so that complex and changing social, political, technological, and economic developments can be analyzed and summarized on a personal, local, national, or global basis.

IV. Responsibility for Social Studies Curriculum

The Metropolitan School District of Warren Township supports a shared responsibility in the implementation of an integrated Social Studies curriculum.


School Board
Administration
Parent
RESPONSIBILITY FOR SOCIAL STUDIES CURRICULUM
Teacher
Principal
Department Chair (secondary)

IV. RESPONSIBILITY FOR SOCIAL STUDIES CURRICULUM

The Metropolitan School District of Warren Township supports a shared responsibility in the implementation of a Social Studies Curriculum. The School Board, Administration, Principals, Department Chairpersons, Teachers, and Parents have specific roles to fulfill in order to insure the successful implementation. With this in mind, we make the following role distinctions:

SCHOOL BOARD

The School Board realizes the importance of an informed, actively involved citizen in a multicultural world setting. The Metropolitan School District of Warren Township deems it the responsibility of the administrators and teachers to develop in the student a high skill in critical thinking and an ability to be a positive, active influence in a multicultural society.

ADMINISTRATION
(CURRICULUM AND INSTRUCTION)

The Administrative Staff in Curriculum and Instruction assumes responsibility for the curriculum review process, the production of a K-12 Social Studies Guide, the Total Program Evaluation and the Staff Development Component designed to prepare teachers and administrators for their shared responsibility in the new curriculum. Further, the allocation of resources and the subsequent attainment of textbooks and other instructional materials is the responsibility of the Administrative Staff in Curriculum and Instruction.

PRINCIPAL

The principal is the lead educator in bringing the written curriculum into correspondence with the actual delivered curriculum. He or she monitors the delivery of the written curriculum through review of unit plans, lesson plans, classroom visitations, student achievement and conferences with teachers. The classroom visitation should include a deliberate plan to elicit the specific student outcomes being taught, the methods of strategies planned by the classroom teachers, and a review of the student assessment and feedback plan. For example, in a pre-visitation conference, the principal will discuss with the classroom teacher the specific objectives (student outcomes) as listed in the curriculum guide. Further, the principal assesses building level needs for staff development and instructional support materials and communicates such needs to the Curriculum and Instruction Department.

DEPARTMENT CHAIR

At the secondary level, the department chairperson assists the principal with curriculum review, implementation and monitoring. Specifically, the department chairperson conducts regularly scheduled department meetings for the explicit purpose of reviewing curriculum support materials, and student progress in the outcomes of the written curriculum. The department chairperson is responsible for the development of authentic student performance assessment measures for each subject and the overall department evaluation plan. In addition, student performance data will be recorded in a format that supports the department evaluation plan.

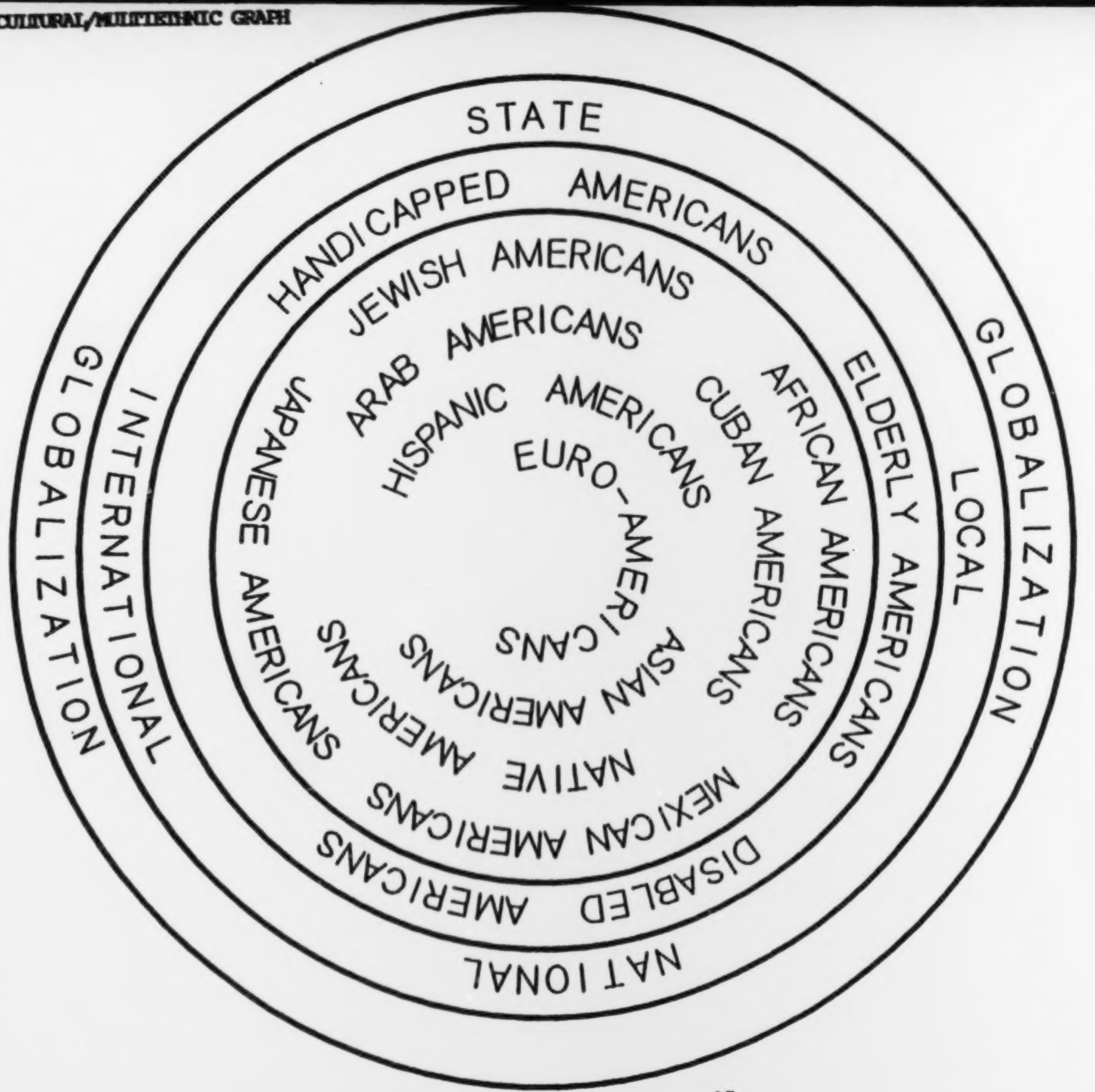
TEACHER

The teacher is a facilitator, a resource and director of learning and instruction. The responsibilities include knowledge of the critical elements of instruction, of learning styles, planning and management techniques, content (including the new seven strands in social studies curriculum), use of material and of child growth development. The teacher moves from a role of delivering information to one of fostering inquiry and development of thinking skills.

PARENT

A parent handbook has been developed as a companion to the Social Studies Curriculum Guide. The handbook is intended to inform parents of the classroom activities their children will be undertaking, as well as, activities for home use that will support the home/school partnership. The parent has the responsibility of reading the handbook and putting suggestions into practice.

V. MULTICULTURAL/MULTIETHNIC GRAPH


STATE
HANDICAPPED AMERICANS
JEWISH AMERICANS
ARAB AMERICANS
HISPANIC AMERICANS
EURO-AMERICANS
CUBAN AMERICANS
AFRICAN AMERICANS
ELDERLY AMERICANS
GLOBALIZATION
LOCAL
ASIAN AMERICANS
NATIVE AMERICANS
MEXICAN AMERICANS
DISABLED AMERICANS
NATIONAL
JAPANESE AMERICANS
INTERNATIONAL
GLOBALIZATION

VI. GENERAL EXIT OUTCOMES

Social Studies Instruction

Metropolitan School District of Warren Township

1990-1991

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political, and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, states, communities and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (continued)

15. Pursue active civic responsibility.

16. Encourage positive human interaction with environment.

17. Analyze conflict and cooperation.

VII. LIST OF SOCIAL STUDIES SKILLS

MAP SKILLS

1. Locating Places on Maps
2. Using Information from Maps
3. Drawing Conclusions from Maps
4. Making Generalizations from Maps
5. Summarizing Data from Maps
6. Making Inferences from Maps
7. Taking a Culturally Pluralistic Approach to Map Skills

CRITICAL THINKING SKILLS

1. Formulate Hypotheses
2. Evaluating Sources of Information
3. Analyzing Comparisons
4. Predicting Effects
5. Making Decisions
6. Identifying Assumptions
7. Assessing Cause and Effect
8. Recognizing Values
9. Making Generalizations
10. Forming Conclusions
11. Synthesizing Information
12. Drawing Inferences
13. Summarizing Data
14. Taking a Culturally Pluralistic Approach to Critical Thinking

GRAPHIC INTERPRETATION

1. Interpreting Photos and Fine Art
2. Using Charts, Graphs, and Tables
3. Interpreting Political Cartoons
4. Taking a Culturally Pluralistic Approach to Graphic Interpretation

COMMUNICATION AND RESEARCH SKILLS

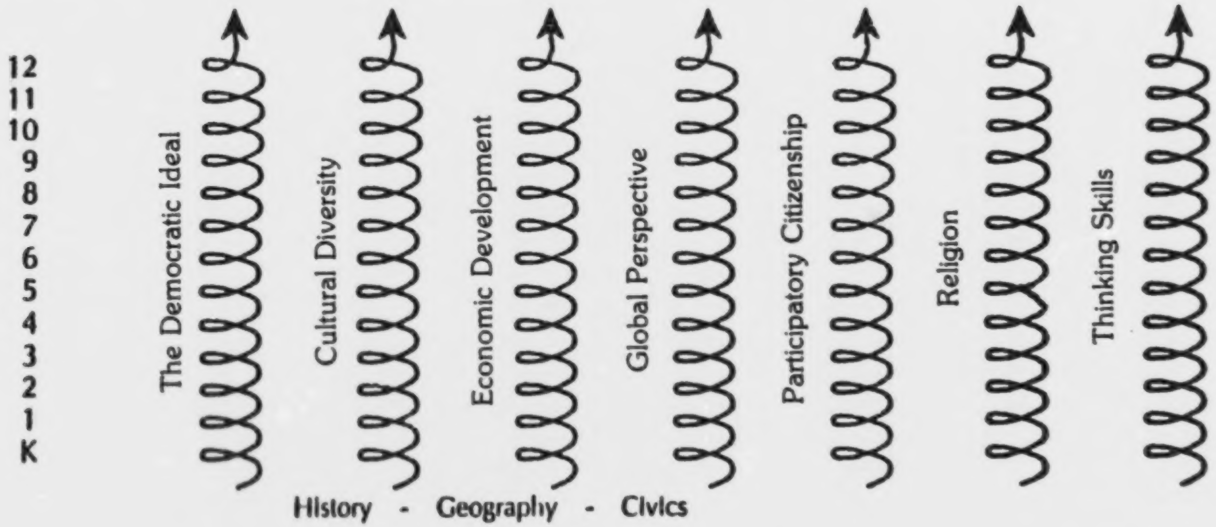
1. Building Vocabulary
2. Developing Reading Comprehension
3. Organizing and Expressing Ideas in Written Form
4. Locating and Gathering Information
5. Using Reference Books
6. Making Oral Reports
7. Debating Issues
8. Taking a Culturally Pluralistic Approach to Communication and Research Skills

OTHER SOCIAL STUDIES SKILLS

1. Developing a Sense of Chronology
2. Interpreting Primary Sources
3. Detecting Stereotypes
4. Seeing Others' Points of View
5. Distinguishing Fact from Opinion
6. Taking a Culturally Pluralistic Approach to Other Social Studies Skills

VIII. Seven Essential Learnings Graph

Seven Essential Learnings Spiral Upward Through Each Grade


12
11
10
9
8
7
6
5
4
3
2
1
K
The Democratic Ideal
Cultural Diversity
Economic Development
Global Perspective
Participatory Citizenship
Religion
Thinking Skills
History - Geography - Civics

VIII.

"Education is what survives when what has been learned has been forgotten."
B.F. Skinner

Education then consists of skills, habits, and insights, not an accumulation of facts. It seems that education can be acquired only from exploration, discovery and social interaction, not from memorization.

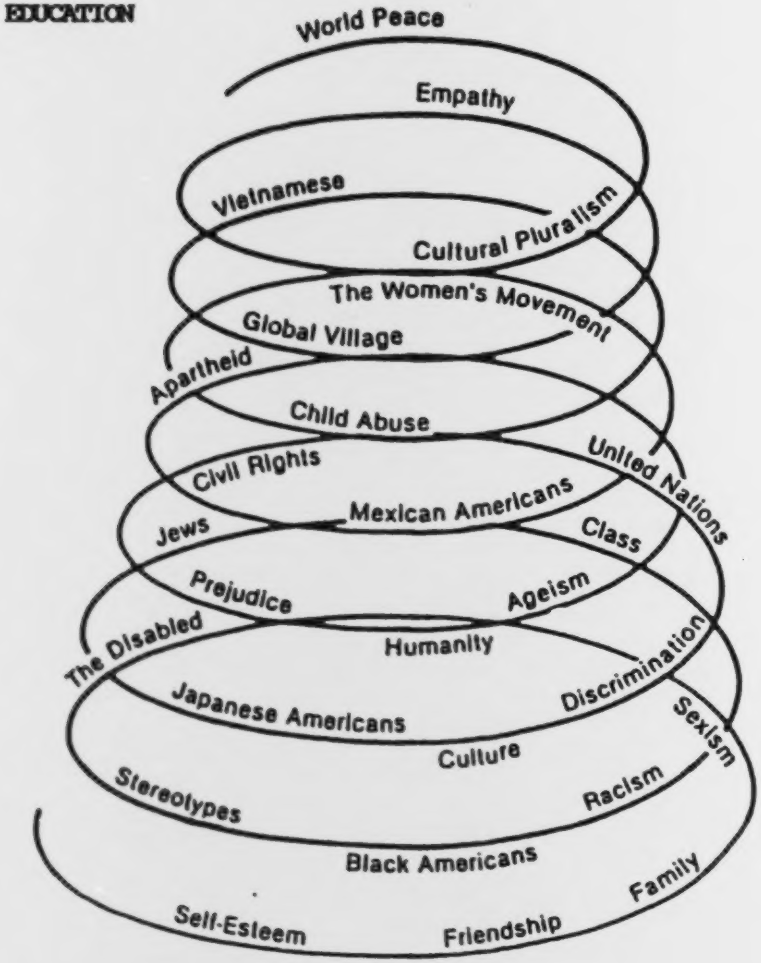
The seven-strand graphic represents the seven themes that are part of the new Warren Township Social Studies Curriculum.

The growth of the student begins in kindergarten and continues on and on — throughout school and throughout life. The social studies curriculum should assume the major responsibility for helping children become adept at making important decisions that affect their relationships with other human beings and the governing of their local communities and the nation.

IX. STRATEGIES FOR CLASSROOM USE

A. MULTICULTURAL/MULTIETHNIC

A SPIRAL CURRICULUM FOR MULTICULTURAL EDUCATION


World Peace
Empathy
Vietnamese
Cultural Pluralism
The Women's Movement
Global Village
Apartheid
Child Abuse
United Nations
Civil Rights
Mexican Americans
Jews
Class
Prejudice
Ageism
The Disabled
Humanity
Discrimination
Japanese Americans
Sexism
Culture
Stereotypes
Racism
Black Americans
Family
Self-Esteem
Friendship

INDIANA STATE BOARD OF EDUCATION
POLICY STATEMENT ON MULTICULTURAL EDUCATION

It is the policy of the State Board of Education to ensure equality of educational opportunity to every individual in the state, regardless of race, gender, age, religion, language, socio-economic status, ethnic background, physical or mental condition, or marital status.

It is the policy of the State Board of Education that all efforts shall be made to recognize and appreciate that ours is a multicultural society, consisting of diverse groups whose cultures, values, beliefs, and lifestyles are valid and viable elements of our democracy. In this context, the State Board of Education acknowledges the right of all people in Indiana's educational community to learn within the framework of cultural experiences that which will enable them to develop to their fullest potential.

It is the policy of the State Board of Education to initiate and maintain appropriate procedures to encourage and support educational agencies in their efforts to design and implement multicultural educational experiences that will lead to a more humane and democratic nation and world.

It is further the policy of the State Board of Education to encourage local boards of education to review their current policies related to multicultural education and to amend or revise them, as necessary, to ensure that they reflect the realities and diversity of the world today.

Finally, it is the policy of the State Board of Education to support local educational agencies in their efforts to establish and maintain educational programs and practices that are consistent with the State Board of Education's Policy Statement of Multicultural Education.

IX.

A. Multiculture/Multiethnic

"I have been discriminated against far more because I am a female than because I am black."
Shirley Chisholm

"I am a red man. If the Great Spirit had desired me to be a white man he would have made me so in the first place. He put in your heart certain wishes and plans, in my heart he put other and different desires. Each man is good in his right. It is not necessary for eagles to be cows."
Sitting Bull

"To understand is hard. Once one understands, action is easy.
Sun Yat-sen

"It may be true that the law cannot make a man love me, but it can keep him from lynching me and I think that's pretty important."
Martin Luther King, Jr.

"...We could never learn to be brave and patient if there were only joy in the world."
Helen Keller

"The drums of Africa still beat in my heart. They will not let me rest while there is a single Negro boy or girl without a chance to prove his worth."
Mary McLeod Bethune

"A journey of a thousand miles begins with one step."
Lao Tze

"Education enables individuals to come into full possession of all their powers."
John Dewey

"He has a right to criticize who has a heart to help."
Abraham Lincoln

"No man is an island, entire of itself."
Joan Donne

"The world is my country, all mankind are my brethren."
Thomas Paine

"The motto should not be: Forgive one another; rather, understand one another."
Emma Goldman

"Behavior is a mirror in which everyone shows his image."
Johann van Goethe

Definition of Multicultural Education[1]

Multicultural education is education for a positive and productive response to a culturally pluralistic society; this includes recognizing and respecting cultural differences and similarities in groups or individuals and incorporating such recognition and respect in educational policies, programs, and practices.

Five Basic Tenets of Multicultural Education

I. Gaining positive self-identity and self-acceptance for oneself and one's culture.

II. Accepting and fostering cultural pluralism.

III. Developing greater understanding, respect, and acceptance of cultural differences in individuals and groups.

IV. Developing positive and productive interaction among and with people of diverse cultural groups.

V. Promoting equity among the culturally different groups that compose our community, state, and nation.

Definition of Multicultural Education [2]

Multicultural education is a process through which individuals are exposed to the diversity that exists in the United States and in the world. This diversity includes ethnic and racial minority populations, religious groups, language differences, sex differences, economic conditions, regional limitations, physical and mental disabilities, age groups, and other distinctions. The exposure to diversity should be based on the foundation that every person in our society has the opportunity and option to support and maintain one or more cultures, e.g. value systems, lifestyles, sets of symbols; however, the individual, as a citizen of a given nation, has a responsibility for contributing to and maintaining the culture that is common to all who live in that country.

Because culture helps determine the way we think, feel, and act, it can become an unconscious blinder to other ways of thinking, feeling or acting. Our own culture is automatically treated as innate. It becomes the natural way to function in the world. Other cultures are compared with our cultural standards. It becomes difficult if not impossible to view another culture as separate from our own. This inability to view other cultures as equal alternatives for organizing reality is know as ETHNOCENTRISM. A goal of multicultural education is to awaken students to an understanding and appreciation of other people and other cultures. In order to reach equity education via the multicultural education route, the curriculum addresses not only culture, ethnic groups, the disabled and elderly, it also helps to eliminate racism, stereotypes, prejudice, and to promote civil rights and work toward the highest goal of world peace.

The preceding definitions of multicultural education help to establish the goals of Warren Township's approach to multicultural education.

Multicultural/Multiethnic Education for Warren Township Social Studies Curriculum

Why is the United States a "nation of immigrants"? What does this mean? Are there any nations that are not? What challenge does cultural diversity pose to a society that is trying to express the democratic ideal? Can a society be multicultural and democratic at the same time? Must all peoples in a multicultural society subscribe to a common set of democratic values? How have societies typically responded to increased diversity? What does our past tell us are the conditions that support cooperation and toleration among ethnic groups? What happens when those conditions change? What has been the ethnic composition of North America since the first group of people crossed the land bridge? What composition is forecast for the future? How have majority ethnic groups treated ethnic minorities in each era of U.S. history? Have there been similar movements in other nations? (India, Irag, etc.) What is the extent of racism today? Can racism occur without scapegoating? Prejudice? Stereotyping? Ethnocentrism?

These are but a few of the questions that need to be addressed with our students. These and other questions help to underscore the need for students to explore and discover answers. In addition, principals, parents and teachers must understand and grapple with questions of this sort and generate explanations.

The multicultural/multiethnic social studies program will help answer the questions listed above and help prepare the student for the real world. The goals should include: [3]

1. To help the students of different backgrounds to get along better, appreciate each other and feel good about themselves.
2. To assimilate students of color into the culture mainstream by offering transactional bridges in the existing program.
3. To give courses about the experiences, contributions and concerns of district ethnic, gender and social groups.
4. To prepare students to challenge social structural inequality and promote cultural diversity.
5. The total school program and/or social studies program needs to promote cultural pluralism and social equity by reflecting diversity.
6. To ensure all students have an opportunity to master the essential curricular goals.
7. To monitor student learning frequently and in a variety of ways and make adjustments when necessary.
8. Commitment to multicultural education must be districtwide.
9. Multicultural education needs to be fully integrated into the social studies curriculum, K-12.
10. All students will participate in multicultural education.

MULTIETHNIC ATTITUDE AND SKILL SELF-ASSESSMENT GUIDE [4]

Answer each of the questions below in the space provided. Then write a short statement indicating a goal you would like to achieve in each area. This guide is for your personal use.

1. Can you understand issues from the perspective of members of other ethnic groups?

GOAL:

2. Do you present yourself as you really are when you interact with members of different ethnic groups?

GOAL:

3. Are you willing to explore, question, and clarify your own values in reference to ethnicity?

GOAL:

4. Do you understand and utilize both verbal and nonverbal dynamics of cross-cultural communication?

GOAL:

5. Are you prepared to explore the impact of prejudiced attitudes in your behavior?

GOAL:

DISCUSSION TRIADS

EXPLORING FEELINGS, ATTITUDES AND VALUES

QUESTIONS:

1. What are three negative stereotypes you learned about other racial, ethnic, or religious groups when you were growing up?

2. How were you able to overcome these stereotypes? Was this a difficult process?

3. Are all U.S. citizens equally accepted as Americans? If not, what people are fully accepted? What people are not as well accepted?

4. How can we help students to maintain ties to their ethnic groups and at the same time help them to become fully participating Americans?

WHAT ACTIVITIES IN SOCIAL STUDIES DO YOU USE TO PROMOTE MULTICULTURAL COMPETENCIES?

	Multicultural Competencies
I. Understand Concepts	A. Self B. Life-style C. Culture D. Changes E. Cultural contact as agent in change F. Personal heritage G. Similarities/differences among individuals/groups H. Competence I. Occupational diversity J. Stereotypes/prejudice/discrimination
II. Acquire Values	A. Self-esteem B. Appreciation of self and others C. Respect for values/dignity/worth of self and others D. Respect for similarities/differences E. Acceptance of cultural pluralism F. Acceptance of diversity of lifestyles G. Desire to bring about equity/reduce stereotypes H. Positive attitude toward school and life
III. Develop Skills	A. Analyzing influence of heritage B. Analyzing similarities/differences C. Distinguishing between myths/stereotypes and facts D. Recognizing prejudiced behavior E. Identifying biases in media F. Interpreting personal heritage G. Clarifying personal values H. Using skills of conflict resolution
IV. Demonstrate Behaviors, Personal and Social	A. Working to reduce inequities B. Confronting prejudiced behavior C. Cooperating with diverse others D. Using community persons as resources E. Using persons in school as resources F. Working to resolve conflicts G. Participating/involving others in life of school H. Using interpersonal skills

Share your unique techniques, ideas, and/or activities to promote multicultural competencies with your colleagues. Send your unique suggestions to the Director of Human Services at the Administration Building and he will send copies to other teachers. A one-page multicultural newsletter could be developed in each school and shared with other schools.

BASIC PRINCIPLES FOR MOTIVATING MINORITY STUDENTS

1. Use strategies similar to those used to motivate all students.
2. Use active teaching strategies and activities.
3. Use personalized strategies and activities.
4. Use cooperative strategies and activities.
5. Implement a curriculum that branches and shows relationships.
6. Communicate clear and high expectations: be demanding but warm.
7. Consider the perspectives of different ethnic and cultural groups.

PLANNING A MULTICULTURAL LESSON [5]

As a teacher plans for the teaching of a lesson using the multicultural approach, the following process might be used.

Step 1 Look at the objective. Does it treat persons, ideals, cultures, etc., other than the dominant one?
  A. If the answer is yes, go to step 2.
  B. If the answer is no, a more careful perusal of the objective might uncover secondary concepts that can be taught from a multicultural aspect.

Step 2 Determine what resources are needed. Do they reflect cultural diversity? Is (are) the textbook exercise(s) free from obvious bias? Stereotype?
  A. If the answer is yes, go to step 3.
  B. If the answer is no, the next step would be to find supplemental materials that are objective.

Step 3. Are the illustrations or drawings realistic?
  A. If the answer is yes, go to step 4.
  B. If the answer is no, seek desired materials in other sources such as videos, magazines,etc.

Step 4 Is there language that would be considered offensive by members of the class?
  A. If the answer is no, go to step 5.
  B. If the answer is yes, it is imperative to replace offensive materials with materials that are acceptable.

Step 5. Does the instruction provide for cooperative learning activities instead of activities which encourage competition?
  A. If the answer is yes, go to step 6.
  B. If the answer is no, institute in the instruction process strategies such as cooperative learning, role-playing, investigation, etc.

Step 6. Are you, as the teacher, able to deliver instruction of persons, ideals, cultures, etc., other than your own, in a fair and objective manner.

Step 7. The lesson is now prepared.

SUMMARY CHECKLIST

_____ Objectives are outlined.

_____ Materials are multicultural and void of biases or stereotyping.

_____ Language reflects an unobjectionable cultural perspective.

_____Pictures/illustrations reflect a diversity of races, ages and cultures.

_____ Text is non-prejudicial.

_____ Study activities provide opportunity for every student to achieve.

OTHER TECHNIQUES TO DEVELOP CULTURAL DIVERSITY IN THE CLASSROOM [6]

1. Use the bulletin board to feature the accomplishments and contributions of diverse people. These people need not be famous. Change the board frequently, and use as many local people as possible.

2. Encourage students to research and prepare oral and/or written reports about the contributions of diverse people.

3. Have the students read a speech, book, etc., written by or about a person from the past and a person from the present who were interested in the same issue (social, political, educational, or economic conditions). Have the conditions improved or do they remain the same? Consider people like Sojourner Truth, Dr. Martin Luther King, Jr., former congresswoman Barbara Jordan, Mexico's President Santa Anna, Supreme Court Justice Thurgood Marshall, Frederick Douglass, former Ottawa tribal chief Pontiac, present Mississippi Choctaw tribal chief Phillip Martin and others.

4. Study the ways in which masks are used. Many cultures use them in a variety of ways. Compare the ways masks are used in America (Halloween, Mardi Gras, etc.) and the ways they are used in other countries (ceremonial, etc.). Let the children make their own masks and use them to act out dramas, poems, etc. Let them pretend they are various animals or famous people.

5. Make games designed to strengthen certain basic skills. Use names, words, phrases, and pictures that reflect cultural diversity.

6. Compare the roles of the priest, padre, rabbi, minister, etc.

7. Discuss the different kinds of dances that originated in different countries and that are popular with different cultural groups: samba, waltz, polka, square dance, stroll, the cabbage patch, etc.

8. Folktales are a part of many cultures. Develop a unit on folktales, using folktales that are representative of many regions and countries. Discuss the origin of the stories, the lessons or morals of the stories, and the value the stories have for us. Compare and contrast the folktales, and encourage children to write their own.

9. Introduce students to foods from different countries. Parents can make suggestions and/or prepare the foods. Explore reasons why certain groups of people eat certain foods. Is there a relationship between the geography of a region and the type of food the people eat? What role does religion play?

10. Discuss the different means of communication - telephones, talking drums, etc.

11. Research proverbs. Many of Benjamin Franklin's famous "sayings" are very similar to African proverbs. Some people wonder whether or not Franklin visited Africa.

12. All of the children can discuss and write about the experiences of their ancestors who made a pilgrimage to America. It doesn't matter when the pilgrimage was made, the countries from which they came, or the circumstances of their pilgrimage. A pilgrim is a person who journeys to a foreign land. Encourage the children to compare and contrast the trips made by various ethnic and racial groups to America.

13. Holidays are celebrated in different ways. Many ethnic and religious groups celebrate different holidays, such as Kwanzaa, Chinese New Year, Hanukkah, Saint Martin's Day (northern Europe), St. Patrick's Day, Christmas, etc. Provide opportunities for children to learn about these other holidays.

14. At Christmas time, decorate Christmas trees with flags, ornaments, and pictures of people from around the world.

Keep in mind that the goal of multicultural education is to help children to learn about and develop an appreciation for the diverse cultures that exist in this country and around the world.

CRAFTS AROUND THE WORLD [7]

Here is an introduction to the history and customs of other cultures.

By participating in crafts activities, the student may learn:

1. About a variety of cultures and the authentic products of the cultures.
2. How different cultures developed utilitarian items prior to industrialization.
3. About superstitions and/or traditional customs observed by other cultures.
4. How symbols are used by other cultures for the purpose of written communication.
5. How other cultures use natural materials to produce items for aesthetic and decorative purposes.
6. About musical diversity among other peoples and how to make musical instruments representative of various cultures.
7. About toys used by children from other cultures.
8. About units of exchange in other cultures.

The effectiveness of this activity lies in the actual production of the crafts that reflect the cultures from which they come. The students can fly the Japanese fish kite, hang the Philippine wind chimes in a breeze, click out a rhythm on the Spanish castanets, write messages in Chinese, wear Tiki masks, and display other works for all to view.

In addition, cultures of ethnic groups in a class could be represented by probing food preferences. Ask children to describe and/or bring recipes of favorite dishes. Ask parents to contribute recipes. Get menus from restaurants that specialize in ethnic dishes. Dishes could be sampled. This could be developed into a smorgasbord.

Games are universally popular. As long as man has existed, there have been games for relaxation, for ceremony, to prepare for war, or to ward off demons. There is a commonalty in games and it is often possible to see variations of the same game in many cultures. For example, "Blindman's Bluff," popular in the United States was played in Rome. In Europe the game is known as "Blind Cow" or "Blind Hen." Research ancient games such as "Bull Jumping" in ancient Minoan civilization. Games will reflect the culture in terms of values (strength vs. skill), natural resources available (game equipment made of stone, metals, leather), social order (who is allowed to play? Is the winner awarded a particular prize), technological advancement (Is any of the equipment used mechanized?) and other features about culture.

Native American Games

Native Americans especially enjoy playing games. They would often gather together for competition between tribes. Foot races and horse races were popular. Some tribes in the northwestern portion of the continent even competed with song contests. Accompaniment was with native instruments: drums, rattles, whistles, flutes and notched sticks rasped together. These instruments are easily made from items found in the home like oatmeal boxes, gourds, etc. Why not let your class plan a song competition with accompaniment?

Indians also like games of chance. One particular favorite is the hand game where a player holds two wooden pieces in his hand. One piece is marked and the other is plain. The opponent tries to guess which hand has the marked piece.

The bowl game played by Native Americans is similar to a dice game in that seeds, marked with different designs representing different amounts, were tossed into a bowl. The amount won depended upon the designs that were showing.

Indian boys enjoyed ring and pole games, such as seeing how many rings one could catch on a stick when they are thrown by another player. It is possible to construct this game very cheaply, using jar rings and any kind of stick or dowel. Also, Indian children liked throwing a pointed stick to see who could throw it the farthest. Sometimes the stick was painted like a snake. Today, boys in the United States compete in the punt, pass, and kick contest...same thing.

Games from the Far East

Kite flying is very popular in China. Let your class make miniature kites of colored paper with straws as a frame. Since the kites in China are usually made in the shapes of fish, dragons, butterflies, birds, and bumblebees — let your students be creative. The finished products can be assembled into a mobile for an attractive room decoration.

A variation of kite-making from tissue paper is to make a Japanese Carp Kite. Draw a large fish on tissue paper and cut out two sheets at the same time. Draw scales, eyes, and decoration on the fish. Glue the fish together at the edges, except for the mouth. Then stuff the scrap tissue paper gently into the fish's mouth. Tape a string to the mouth for displaying or don't stuff the fish and let the students see if they can fill the fish with air by running with it (outside, of course).

As in other countries, Chinese boys and girls like to play games of chase. One game, called Peacock Feather, has everyone but two children in a circle. The remaining two are inside the circle blindfolded and try to catch each other. The students in the outside circle walk around reciting: "Peacock feather on a plum limb, you catch me and I'll catch him." After one child inside the circle is caught, another student is selected to enter the circle and be blindfolded. The game is repeated.

FOLKTALES FROM AROUND THE WORLD

Ananse the Spider: Tales from an Ashanti Village by Peggy Appiah, (Pantheon, 1966)

Anansi the Spider by Gerald McDermott (Holt, Rinehart & Winston, 1972)

The Adventures of Aku retold by Ashley Bryan (Atheneum, 1976)

Arrow to the Sun: A Pueblo Indian Tale by Gerald McDermott (Viking Press, 1974)

Bimwili and the Aimwi, a Tale from Zanzibar by Verna Aardema (Dial Books, 1985)

Beat the Story-Drum, Pum-Pum retold by Ashley Bryan (Atheneum, 1980)

Anansi, the Spider Man: Jamaican Folk Tales told by Philip M. Sherlock (Thomas Y. Crowell, 1954)

Black Fairy Tales by Terry Berger (Atheneum, 1969)

Cowtail Switch and Other West African Stories by Harold Courlander and George Herzog (Holt, 1947). An eight-minute, 16MM film is also available.)

The Boy Who Ate More Than the Giant and Other Swedish Folktales retold by Ulf Lofgren; translated from the Swedish by Sheila LaFarge (William Collins, 1978)

Folk and Fairy Tales from around the World compiled by Ethna Shechan (Dodd, Mead, 1970)

The Magic Boat and Other Chinese Folk Stories by M.A. Jugendorf and Virginia Weng (Vanguard, 1980)

Mufaro's Beautiful Daughter by John Steptoe (Lothrop, Lee & Sheppard, 1987)

I Am Your Misfortune: A Lithuanian Folk Tale retold by Marguerita Rudolph (Curtis, 1968)

The Nine Crying Dolls: A Story from Poland retold by Anne Pellowski (Philomel, 1980)

8,000 Stones: A Chinese Folktale told by Diane Wolkstein (Doubleday, 1972)

Tales from the South Pacific Islands told by Anne Gittans (Stemmer House, 1977)

Three Rolls and One Doughnut: Fables from Russia retold by Mirra Ginsburg (Dial Press, 1979)

The Stonecutter: A Japanese Folktale by Gerald McDermott (Viking Press, 1975)

The Village of Round and Square Houses by Ann Grifalconi (Little, Brown, 1986)

Tiger Watch by Jan Wahl (Harcourt Brace Jovanovich, 1982)

Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell (Houghton Mifflin, 1968)

TITLE: It's a Small World **GRADE:** Sixth **BY:** Phil Talbert

MAJOR STATEMENT: Events in one country can very possibly influence events in other countries.

CONCEPTS: Global Dependance, World Understanding, International Communication

ACADEMIC SKILLS: Application, Analysis, Synthesis

OPERATIONAL SKILLS: Map Reading, Listening, Reading, Comparing

OBJECTIVES: Students will be able to locate countries on a world map.

Students will be able to explain cause and effect of global events.

Students will research newspapers and magazines to obtain information.

Students will acquire a better understanding of various cultures and countries and their interrelationships.

CONTENT: World Maps, Newspaper Articles, Reference Books, Magazines, Filmstrip: "America's Global Commitment."

METHODS/ORDER: Students will discuss global effects.

Students will research newspapers and magazines for articles about the subject.

Students will bring articles to class for discussion.

The teacher will demonstrate how to use the world map to locate countries.

A discussion will be conducted concerning the effects of events in one country on another.

APPLICATION/PRACTICE: Students will begin to have an awareness of current news as it relates to the world.

Students can apply current events to the community and school as it relates to the world.

Students can become familiar with other countries and their location on the world map.

Students can develop an appreciation for other countries and cultures.

Students can relate cause and effect of global events by writing about a situation discussed in class and locate the country on the world map.

There are many multicultural/multiethnic sample lesson plans to be found at the C.I.S. The Center has materials from Portland, Oregon School District, I.P.S. and many other related materials.

1 Copyright 1990 by Michael J. Garcia, Ph.D., from forthcoming book entitled Multicultural Education -- A Priority for the 21st Century.

2 Gwendolyn C. Baker, Planning and Organizing for Multicultural Instruction. Addison-Wesly Publishing Co., Reading Mass., 1983, p.9

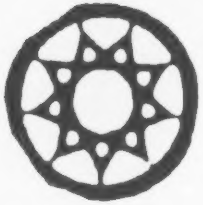
3 Lawrence W. Lezotte, Multicultural Education in Effective Schools

4 Cherry A. McGee Banks, Educational Materials & Services Center

5 Material from Jackson Public School District, Mississippi

6 Ibid.

7 Michael G. Paternak, Helping Kids Learn Multicultural Concepts, Research Press



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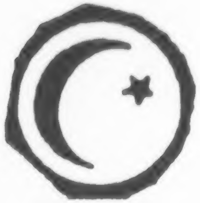

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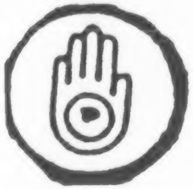

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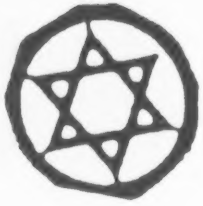
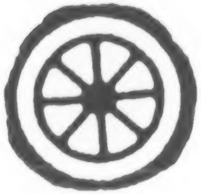
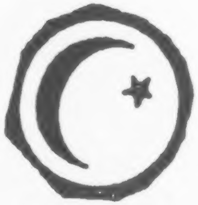


JEWISH

TEACHING RELIGION
IN
WARREN TOWNSHIP SCHOOLS



BUDDHIST



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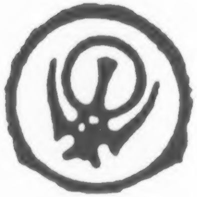

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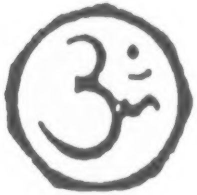

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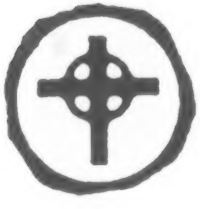


CHRISTIAN

IX.

B. Religion

One of the most significant developments in American education today is the growing recognition that study about religion ought to be included in all areas of the curriculum. The movement to include more about religion in the public school curriculum springs from major changes in America's educational and political climate. The 1963 Supreme Court decision Abington vs Schempp allows the objective teaching of religion in public schools. The new consensus that supports teaching about religion and religious liberty comes at a critical time for public education. Expanding pluralism in the United States confronts all of our schools with many unique challenges. Teaching about religion is not unconstitutional. Teachers must realize that we cannot use teaching about religion as an opportunity to either promote or denigrate a religion.

The following statements distinguish between teaching about religion in public schools and teaching religious indoctrination.

1. The school's approach to religion is academic, not devotional.
2. The school strives for student awareness of religion not for acceptance of any religion.
3. The school sponsors study about religion, not the practice of religion.
4. The school educates about all religions.
5. The school informs students about various beliefs but does not conform to any particular belief.[1]

The Association for Supervision and Curriculum Development has established guidelines for teaching about religion in public schools.[2]

1. Study about religions should strive for awareness and understanding of the diversity of religions, religious experiences, religious expressions, and the reasons for particular expressions of religious beliefs within a society or culture.
2. Study about religions should stress the influence of religions on history, culture, the arts, and contemporary issues.
3. Study about religions should permit and encourage a comprehensive and balanced examination of the entire spectrum of ideas and attitudes pertaining to religion as a component of human culture.
4. Study about religions should investigate a broad range, both geographic and chronological, of religious beliefs, practices, and values.
5. Study about religions should examine the religious dimension of human existence in its broader cultural context, including its relation to economic, political, and social institutions as well as its relation to the arts, language, and literature.
6. Study about religions should deal with the world's religions from the same perspective (i.e. beginnings, historical development, sacred writings, beliefs, practices, values, and impact on history, culture, contemporary issues, and the arts.)

7. Study about religions should be objective.
8. Study about religions should be academic in nature, stressing student awareness and understanding, not acceptance and/or conformity.
9. Study about religions should emphasize the necessity and importance of tolerance, respect, and mutual understanding in a nation and world of diversity.
10. Study about religions should be descriptive, non-confessional, and conducted in an environment free of advocacy.
11. Study about religions should seek to develop and utilize the various skills, attitudes, and abilities that are essential to history and the social sciences (i.e., locating, classifying, interpreting data; keen observation; critical reading, listening, and thinking; questioning; and effective communication.)
12. Study about religions should be academically responsible and pedagogically sound, utilizing accepted methods and materials of the social sciences, history and literature.
13. Study about religions should involve a range of materials that provide a balanced and fair treatment of the subject and distinguish between confessional and historical fact.
14. Study about religions should be conducted by qualified and certified teachers selected for their academic knowledge, their sensitivity and empathy for differing religious points of view, and their understanding of the Supreme Court's decisions pertaining to religious practices and study about religion in the public schools.

From earliest times, humans have held religious beliefs that gave meaning to their lives. Although people around the world hold different religious beliefs, they are all looking for a deeper understanding of life. The search for meaning, for the answers to questions people have asked since the earliest times, will go on. These questions about the origins and purposes of life are a deep-seated part of the human inheritance.

Some questions that could be discussed at various levels are:

1. Has mass communications aided or hurt religious growth in the U.S.A.? Around the world?

2. What trends have developed in religion since World War II?

3. What trends in religion and culture have influenced the Modern World?

4. What impact has space exploration had on religion?

5. What role has religion played in world politics in modern times?

6. How has archaeology thrown more light on the origins of Christianity?

7. What differences developed between the Christian Church in the East and the West?

8. Make a chart comparing the basic teachings and church organization of Judaism, Islam, Buddhism, Hinduism and Christianity.

9. How did the flourish of Islamic civilization help to shape developments in Western Europe?

10. What are some of the ethnical issues that have been raised as a result of new scientific developments? What role does religion play in shaping ethical issues?

A religious revolution developed in Egypt c 1370 B.C. that broke the established religion of Egypt and began the worship of ATON, the sun disc, as the source of all life. The Pharaoh, AHENATON, expressed his own attitude to the sun god. The Hymn to the Aton follows:

Hymn to the Aton[3]

Thou appearest beautifully on the horizon of
heaven,
Thou living Aton, the beginning of life!
When thou art risen on the eastern horizon,
Thou hast filled every land with thy beauty.
Thou art gracious, great, glistening, and high
over every land;
Thy rays encompass the lands to the limit of
all that thou hast made:
As thou art Re, thou reachest to the end of
everything;
Thou subduest them for they beloved son
(Akhenaton).

Though thou art far away, thy rays are on
earth;
Though thou are in their faces, no one knows
thy going.
When thou settest in the western horizon,
The land is in darkness, in the manner of death.
They sleep in a room, with their head wrapped
up,
Nor sees one eye the other.
All their goods which are under their head
might be stolen,
But they would not perceive it.

How does the Hymn to the Aton compare/contrast to the 104th Psalm?

Psalm 104[4]

Every lion is come forth from his den;
All creeping things, they sting.
Darkness is a shroud, and the earth is in stillness.
For he who made them rest in his horizon.

At daybreak, when though arisest on the horizon,
When thou shinest as the Aton by day,
Thou drivest away the darkness and givest thy rays
The Two Lands are in festivity every day,
Awake and standing upon their feet,
For thou hast raised them up.
Washing their bodies, taking their clothing,
Their arms are raised in praise at thy
appearance.
All the world, they do their work.

All beasts are content with their pasturage;
Trees and plants are flourishing.
The birds which fly from their nests,
Their wings are stretched out in praise to thy ka.
All beast spring upon their feet.
Whatever flies and alights,
They live when thou hast risen for them.
The ships are sailing north and south as well,
For every way is open at they appearance.
The fish in the river dart before they face;
Thy rays are in the midst of the great green sea.

Creator of seed in women,
Thou who makest fluid into man,
Who maintainest the son in the womb of his mother,
Who soothest him with that which stills his weeping,
Thou nurse even in the womb,
Who givest breathe to sustain all that he has made!
When he descends from the womb to breathe
On the day when he is born,
Thou openest his mouth completely,
Thou suppliest his necessities.
When the chick in the egg speaks within the shell,
Thou givest him breath within it to maintain him.
When thou hast made him his fulfillment within the egg, to break it,
He comes forth from the egg to speak at his completed time;
He walks upon his legs when he comes forth from it.

How manifold it is, what thou has made!
They are hidden from the face of man.
O sole god, like whom there is no other!
Thou didst create the world according to thy desire.
Whilst thou wert alone:
All men, cattle and wild beasts,
Whatever is on earth, going upon its feet,
And what is on high, flying with its wings.
The countries of Syria and Nubia, the land of Egypt,
Thou settest every man in his place,
Thou suppliest their necessities:
Everyone has his food, and his time of life is reckoned.
Their tongues are separate in speech,
And their natures as well;
Their skins are distinguished,
As thou distinguishest the foreign peoples.

Thou makest a Nile in the underworld,
Thou bringest it forth as thou desirest
To maintain the people of Egypt
According as thou madest them for thyself,
The lord of all of them, wearying himself with them,
The lord of every land, rising from them,
The Aton of the day, great of majesty.

All distant foreign countries, thou makest their life also,
For thou has set a Nile in heaven,
That it may descend for them and make waves upon the mountains,
Like the great green sea,
To water their fields in their towns.
How effective they are, they plans, O lord of eternity!

How are the following prayers[5] alike? How can you account for this? What role did religion play in everyday life in ancient times? Today?

Penitential Prayer to Every God

May the wrath of the heart of my god be pacified!
May the god who is unknown to me be pacified!
May the goddess who is unknown to me be pacified!
May the known and unknown god be pacified!
May the know and unknown goddess be pacified!
The sin which I have committed I know not.
The misdeed which I have committed I know not.
A gracious name may my god announce!
A gracious name may my goddess announce!
A gracious name may my known and unknown god announce!

A gracious name may may known and unknown goddess announce!
Pure food have I not eaten,
Clear Water have I not drunk.
An offence against my god I have unwittingly committed.
A transgression against my goddess I have unwittingly done.
O Lord, my sins are many, great are my iniquities!
My god, my sins are many, great are my iniquities!
The sin, which I have committed, I know not.
The iniquity, which I have done, I know not.
The offence, which I have committed, I know not.
The transgression I have done, I know not.
The lord, in the anger of his heart, hath looked upon me.
The god, in the wrath of his heart, hath visited me.
The goddess hath become angry with me, and hath grievously stricken me.
The known or unknown god hath straitened me.
The known or unknown goddess hath brought affliction upon me.
I sought for help, but one one taketh my hand.
I wept, but on one came to my side.
I lamented, but no one hearkens to me.
I am afflicted, I am overcome, I cannot look up.
Unto my merciful god I turn, I make supplication.
I kiss the feet of my goddess and (crawl before her)...
How long, my god...
How long, my goddess, until they face be turned toward me?
How long, known and unknown god, until the anger of they heart be pacified?
How long, known and unknown goddess, until thy unfriendly heart be pacified?
Mankind is perverted and has no judgment.
Of all men who are alive, who knows anything?
They do not know whether they do good or evil.
O lord, do not cast aside they servant!
He is cast into the mire; take his hand.
The sin which I have sinned, turn to mercy!
The iniquity which I have committed, let the wind carry away!
My many transgressions tear off like a garment!
My god, my sins are seven times seven; forgive my sins!
My goddess, my sins are seven times seven; forgive my sins!
Known and unknown god, my sins are seven times seven; forgive my sins!
Known or unknown goddess, my sins are seven times seven, forgive my sins!Forgive my sins and I will humble myself before thee.

A Prayer to the Goddess Ishtar

How long, O my lady, shall my enemies persecute me?
How long shall they devise evil in rebellion and wickedness,
My persecutor, my pursuer, shall spy after me?
How long, O my lady, shall the crippled and diseased seek me?
He has prepared me a mourner's garment, but I come joyfully before thee.

The weak have become strong, but I am weak;
I am troubled like a flood which the evil wind makes rage;
My heart has taken wing and has flown away like a bird of the heavens;
I moan like a dove, night and day;
I am made desolate and I weep bitterly;
With grief and woe my soul is distressed.
What have I done, O my god and my goddess?
Is it because I feared not my god or my goddess that trouble has befallen me?
Sickness, headache, ruin and destruction are come upon me;
Troubles, averted faces, and fulness of anger are my lot;
Indignation, wrath, the rage of god and men.
I behold, O my lady, days of affliction, months of sorrow, years of misfortune;
I behold, O my lady, judgment of disorder and violence;
Death and misery make an end of me;
Desolate is my sanctuary, desolate is my shrine,
Over my house, my gate and my field affliction is poured forth.
As for my god, his face is turned elsewhere;
My family is scattered, my walls are broken through;
But unto my lady do I give heed, my ear is turned toward her;
My prayer is unto you, dissolve my punishment;
Dissolve my sin, my fault, my mockery, and my offence.
Forgive my mockery, accept my supplication,
Free my breast, send me comfort,
Guide my footsteps, that happily and proudly among the living I may pursue my way.
Speak the word, that at you command the angry god may be favorable,
And that the goddess who is angry may be gracious
May my gloomy, smoking brazier shine,
May my quenched torch be relighted,
May my scattered family be collected.

Extract from a Psalm

Prayer was my rule, sacrificing my law,
The day of worship of my god my joy,
The day of devotion to my gods my profit and gain.
What, however, seems good to one, to a god may be displeasing;
What is spurned by oneself may find favor with a god.
Who is there who can grasp the will of the gods of heaven?
The plan of a god is full of mystery —— who can understand it?
How can mortals learn the ways of a god?
He who is still alive at evening is dead the next morning;
In an instant he is cast into grief, of a sudden he is crushed;
This moment he sings and plays, in a twinkling he wails like a mourner.
Like day and night, mankind's spirit changes;
If they hunger, they are like corpses.
If they have been satiated, they think themselves a rival to their god.
If things go well, they prate of mounting to heaven.
If they are in distress, they speak of descending into the lower world.

A Mayan from Guatemala recorded the ancient history and legends from his people. The document was written in the 16th Century. [6] How does the prophet believe the Maya religion will be affected by the coming of the Spanish?

> "Then there shall be present the forceful one....Like a jaguar is his head, long is his tooth, withered is his body, (like) a dog is his body. His heart is pierced with sorrow. Sweet is his blood, sweet is his drink. Perchance he does not speak, perchance he will not hear. They say his speech is false and mad. No where do the younger sisters, native to the land, surrender themselves. They shall be taken away from the land here. So it shall always be with the maidens, the daughters whom they shall bear tomorrow and day after tomorrow. Give yourselves up, my younger brother, my older brothers, submit to the unhappy destiny of the katun which is to come. If you do not submit, you shall gnaw the trunks of trees and herbs. If you do not submit, it shall be as when the deer die, so that they go forth from your settlement...
>
> Then the judge...shall come, when he (who bears) the gold staff shall judge, when white wax (candles) shall be exchanged. It is to be white wax, when justice shall descend from Heaven, for Christian men to come up before the eye of justice. Then it shall shake heaven and earth. In sorrow shall end the kaun (a division of time) of the Plumeria flower. On one shall fulfill his promises. The prop-roots of the trees shall be bent over. There shall be an earthquake all over the land....If you surrender yourselves, you shall follow Christ, when he shall come. They shall come to pass the shaking of the Plumeria flower. Then you shall understand. Then it shall thunder from a dry sky. Then shall be spoken that which is written on the wall....I hardly know what wise man among you will understand. He who understands will go into the forest to serve Christianity. Who will understand it?"

A multiculture/multireligious calendar will be available in late fall. This should be useful to all teachers at all levels.

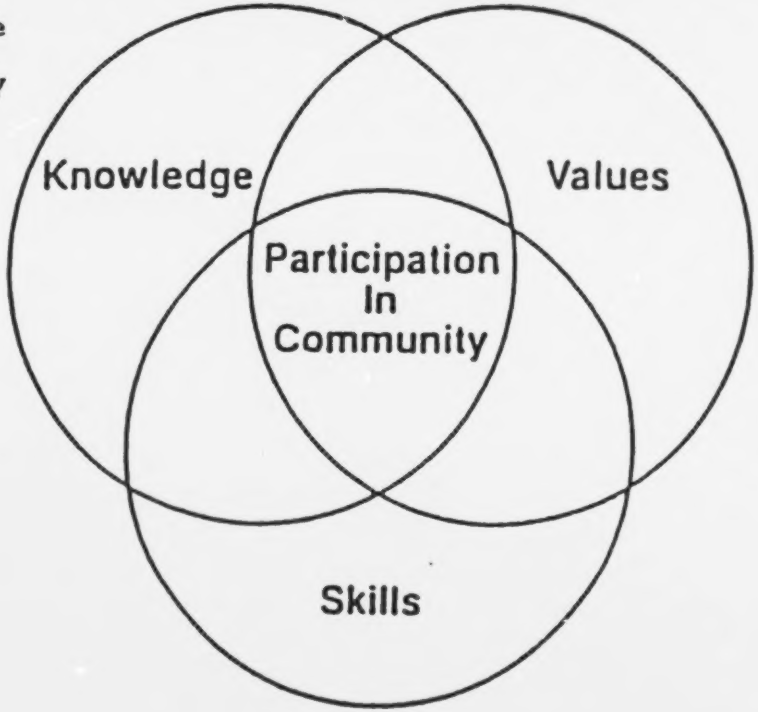
A very fine Christmas time record/CD is available from Revels, Inc., Box 290, Cambridge, MA., 02238. The music represents Christmas time music, not church music, i.e., one piece "Lord of the Dance" set to the music of a Shaker tune called "Simple Gift". The Shakers usually did dances in circles. As a religious group, the Shaker communities were just one more expression of religious faith to be found in early America. An idea that might be pursued across various religious groups was the use of the circle for religious meaning, i.e., the Buddhists use a prayer wheel that must always be turned. An excellent discussion can be developed getting into the meaning of different religious symbols. (Compare and contrast.)

1 Charles C. Hayes, Religion in American History, ASCD, 1990
2 Ibid.
3 Weber, The Western Tradition, D.C. Heath and Co., 1990
4 Ibid., pages 10-11

5 Ibid., pages 30-32
6 Longman, A World History, Howe & Howe, 1988, page 411

IX. Strategies for Classroom Use

C. Active Civic Responsibility


Knowledge
Values
Participation In Community
Skills

> "The punishment of wise men who refuse
> to take part in the affairs of government is
> to live under the government of unwise men."
> - Plato

"Social responsibility - that is, a personal investment in the well-being of others and of the planet - doesn't just happen."

Sheldon Beiman

"In both learning from and working in their own communities, young people take the first step toward productive, engaged democratic citizenship."

George H. Wood

"The child must experience the school as an extension, not a rejection, of home and community."

Thomas Sobol

"The intention of social studies - by offering pupils applicable knowledge, insights and skills - is to enable them to act."

Hans Hooghoff

"Schools can help all students join in an examination of the public world that is rigorous yet feasible, multi-valued and multi-voiced, yet united through shared commitment to democratic ideals."

Walter C. Parker

"Civic education means helping students develop responsible ways of thinking, believing, and acting.

Ernest L. Boyer

"Teachers who create environments that model social skills will succeed in teaching them."

Sheldon Beiman

PARTICIPATORY CITIZENSHIP

Why are people who live in societies organized under the democratic ideal expected to participate in civic life? What forms of participation are available? What conditions have inhibited participation in the past? What does it mean to be civic minded? Does everyone in a democracy need to participate? How much decision making can be done by representatives without undermining the democratic ideal? What common moral codes must exist to sustain participatory citizenship?

A recent survey indicated that most young people equate being a good citizen with being a good person rather than with being politically and socially engaged. A good citizen is merely expected not to hurt anyone or to break the law.

Community service allows students the opportunity to apply what they have learned to real life, which makes knowledge and skills come alive. Community service helps to build good citizenship through personal responsibilities, serving the community and participating in the political life. In order for students to be able to assume the responsibilities of fully functioning citizens, it is important for social studies educators to encourage and foster political participation among students as part of the curriculum.

There are three basic ways students can be involved in community service.

1) The school service project is a one time activity of several hours duration that introduces students to the idea of community service by having them participate in helping to fulfill a need with the school community. A good example of this is planting trees around the school.
2) Community service project can be a one-time effort designed to fulfill a need in a neighborhood or the whole community. Projects of this type could require several hours to several days to complete. An example of this type of project might include collection campaigns and/or helping elderly.
3) An individual project requires an on-going commitment of several hours per week over an extended period of time and may require some special training to make the project work effectively. Several examples would include tutoring children, volunteering in a nursing home, or assisting the handicapped.

Community service programs can teach many social studies skills. These include higher-order cognitive processes and skills, such as data gathering, critical thinking and decision making. Such programs also teach civic participation processes and skills that include group interaction, leadership, cooperation and political experience.

Service activities build positive bonds between youth and the institutions of our society by:

a. preparing youth for broad-based involvement in community service as adults.
b. building links between schools and the community.
c. promoting civic knowledge.
d. teaching skills needed by employers.
e. strengthening attachments to family and community.
f. providing alternatives to delinquent behavior.

Service helps students academic performance and self-esteem by:

a. promoting personal and intellectual development.
b. providing a close view of social processes and institutions.
c. stimulating interest and reducing negative attitudes.
d. helping young people to see a connection between what they learn in school and real problems faced in the community.
e. influencing personal and social responsibility, civic involvement, commitment and basic democratic values.
f. impacting a sense of personal worth and capability for leadership and problem solving.

The form community service takes matters less than whether children see it as important and choose it for themselves. It does not matter whether students are helping one another or participating in local community projects, they need instruction and coaching from adults. Young people need to learn how best to help others, how to be patient, and how to tolerate the slow pace of change.

Our Western tradition must be maintained. The immediate roots of this country's values and institutions lie in the Mediterranean basin and Europe. Our tradition has been altered and enriched by the participation of the sons and daughters of Africa, Asia, Americas and of the Native Americans. We would shortchange our children if we failed to inform and instruct them in the values of our democratic society - respect for the individual, the rule of law, the tolerance of difference, free elections, free speech and freedom of religion.

A multicultural curriculum is appropriate for all children. All children in our society should learn about the society as a whole in its diversity, as well as, its unity. Greater knowledge of one another and our differences will not alone guarantee a kinder, more tolerant society, but it certainly will be a tremendous aid in the right direction.

Whatever we do must be characterized by a high level of scholarship and historical accuracy. We do not need to rewrite history; we need to teach it better.

The essential elements of an effective youth community service project must include:

a. Service performed must be valuable and worthwhile for the community and the students.
b. Service must provide opportunities for the young to be depended upon.
c. Service must include tasks that challenge and strengthen students' critical thinking.
d. Service must provide students with decision-making opportunities.
e. Students and adults working together make an effective community service project.
f. Good community service must provide systematic reflection on the experience.

Following is a list of possible service projects - these represent only a few. Service projects can and must be done at all levels of the school system.

1. Design a "What community means to me" mural.
2. Draw/study community maps; learn local history. On community observation walks, discover ways to serve the neighborhood.
3. Build a youth community leader with an outline of a body and markers! Give parts such as "eyes to see the community."

4. Plan a community revitalization project; clear snow, rake trails, sweep leaves, pick up trash, etc.
5. Go global! Where are the rain forests? What else is happening in our world that affects our lives?
6. View films and read "Books with Heart," discuss community service, leadership, and individuals who make a difference.
7. Interview speakers from government offices or human services agencies for students about community needs and volunteerism. Visit human service agencies to see volunteers in action!
8. "Adopt" grandparents at a convalescent home or senior center. Lunch with the elderly, display art work, become pen-pals!
9. Invite community members to performances; include caring songs in music units.
10. Review current events in the newspaper. Pass on student essays, letters and recommendation to school and community leaders.
11. Discuss the biological importance of trees; plant and care for trees on campus.
12. Recycle cans, bottles, paper, styrofoam - find out where the items go. Take collection sacks on field trips; report trash statistics to the mayor.
13. Make a class waste reduction plan - use the backs of paper, tightly shut off faucets, turn out lights.
14. Hold a toy and book drive for a children's agency.
15. Schedule a canned food drive during a non-holiday month, like February or October.
16. Collect hygiene items for the homeless including toothpaste, toilet paper, and soap. Check with a local shelter for tips.
17. Prepare a meal to deliver to a homeless shelter with lessons on home economics, quantities and nutrition.
18. Sand and paint school benches and playground equipment.
19. Volunteer in a day care center.
20. Include "helping" words in vocabulary units.
21. Design peer tutoring opportunities within the classroom and school - turn everyone into a tutor.
22. Create "Smog-Busting" or "Graffiti-Busting" posters with how-to tips.
23. Donate crop from a school garden to a homeless shelter. Make compost with natural waste - great for science.
24. Sew fabric "Save the Earth" lunch and grocery bags.
25. Sponsor school staff and teacher appreciation activities.
26. Conduct a school needs assessment survey. Volunteer in the school library and office.
27. Involve elderly friends in your studies of historical events, groups, and individuals who made a difference.
28. Sell environmental products for a fundraiser.
29. Assist shut-ins with household needs and pet care.
30. Celebrate volunteers of all ages with a Citizen Appreciation Day.
31. Lead exercise classes for physically challenged or elderly populations.
32. Be a buddy for a special needs student at school.
33. Design holiday cards for hospital patients.
34. Be historians. Document service activities for your school archives.
35. Develop a school creed or service slogans.
36. Provide students and families with lists of age-appropriate volunteer opportunities.
37. Collect surplus fruit from neighborhood trees for a local shelter.
38. Keep an adopted wall free of graffiti.
39. Make a weekly "Extra Sack Lunch Day" for a homeless shelter.

40. Paint handicapped parking spaces in the school lot.
41. Recycle paper and other items for junk art. Display art in public places - senior centers, banks, libraries, etc.
42. Sponsor inter-age, inter-mural sports activities to encourage learning from students in different grades.
43. Become pen pals with a volunteer classroom in another city or state. Exchange ideas.
44. As a class, brainstorm ways community service can fit in all aspects of school life. Let the students lead the way!

SOURCES

ACTIVE CIVIC PARTICIPATION

"Community Service and Civic Education," by Kathleen Keiby ERIC

"Educating for Social Responsibility," by Sheldon Beiman

"Teaching for Democracy," George H. Wood, Education Leadership, Nov. 1990

"Understanding Diversity", Thomas Sobol, Educational Leadership, Nov. 1990
"Toward a Curriculum for Social and Political Education in the Netherlands," Hans Hooghoff, Educational Leadership, Nov. 1990

"Assessing Citizenship," Walter C. Parker, Educational Leadership, Nov. 1990

"Civic Education for Responsible Citizens," Ernest L. Boger, Educational Leadership, Nov. 1990

DEVELOPMENT OF BASIC ECONOMIC CONCEPTS IN THE K-12 CURRICULUM

CONCEPTS	GRADE LEVEL					
	K-1	2-3	4-5	6-7	8-10	11-12
1. Scarcity	N	R/N	R/N	R/N	R/N	R
2. Opportunity Cost and Trade-offs		N	R/N	R/N	R	R
3. Productivity		N	R/N	R/N	R/N	R/N
4. Economic Systems	•		N	R/N	R/N	R/N
5. Economic Institutions and Incentives			N	R/N	R/N	R/N
6. Exchange, Money and Interdependence	N	R/N	R/N	R/N	R/N	R
7. Markets and Prices	N	R/N	R/N	R/N	R/N	R
8. Supply and Demand			N	R/N	R/N	R/N
9. Competition and Market Structure		N	R/N	R/N	R/N	R/N
10. Income Distribution				N	R/N	R
11. Market Failures					N	R/N
12. The Role of Government		N	R/N	R/N	R/N	R/N
13. Gross National Product				N	R/N	R/N
14. Aggregate Supply						N
15. Aggregate Demand						N
16. Unemployment			N	R/N	R/N	R/N
17. Inflation and Deflation					N	R/N
18. Monetary Policy					N	R/N
19. Fiscal Policy					N	R/N
20. Absolute and Comparative Advantage and Barriers to Trade			N	R/N	R/N	R
21. Exchange Rates and the Balance of Payments				N	R/N	R/N
22. International Aspects of Growth and Stability					N	R

Economics

How have societies organized themselves economically? What conditions have caused changes in the ways societies are organized? Has history taught us that there must be poor people in order for there to be rich people? Is the standard of living in the United States increasing or decreasing? How about Japan, Mexico, Kenya, Europe, East Europe? What are your criteria? In what ways have nations become interdependent and who benefits by it? How did the Third World become underdeveloped? Is there a way out? Do multinational corporations comprise a sort of world government? A world economic system? How has capitalism changed in the United States? How are capitalism, socialism and communism similar and different? Does capitalism require democracy? Does democracy require capitalism? Did the Industrial Revolution change the way of life in North America for better or worse? How about Japan? Is the revolution over? What about the economic changes in Eastern Europe? U.S.S.R.? Will the 1992 economic changes in Europe, in the long run, have an impact on the United States? Japan? Rest of the world?

An education in economics contributes substantially to the acquisition of skills, knowledge and attitudes that prepare students for life.

Economic education helps students become skilled at making the tough economic choices they will face as adults. Students will look at personal experiences, community issues and global events with new insight. As users of economic knowledge, students will be more:

a. effective problem solvers.
b. informed citizens.
c. responsible workers.
d. knowledgeable consumers

Prior to arrival in junior high/middle school, students should have acquired some understanding of key concepts such as wants, resources, specialization, consumption and production, scarcity and trade-offs. They should have gained an understanding of various roles, those of family member, consumer, wage earner, borrower, saver, investor and voter.

Since teenagers are major consumers of our nation's goods and services, schools should provide opportunities for learning how to make informed decisions in the market place.

Because many adolescents hold part-time jobs and are interested in career opportunities, it is important that they understand how technology and resources on the local, state, national and international levels affect them.

The following suggestions are intended to help the teachers present several key economic terms to their students.

Kindergarten - First Grade

SCARCITY

Content Statement: **Scarcity is the condition of not being able to have all of the goods and services that you want.**

Stated in Student Language: You can't have everything you want.

Evidence of Student Learning: Students will state orally all of the toys they want, which of those toys they have, and explain why they can't have all the toys they want.

Content Statement: **Economic wants are desires that can be satisfied by consuming a good or service.**

Stated in Student Language: Wants are things you would like to have.

Evidence of Student Learning: From a collection of different types of small individual candies, students will select one and describe how they feel when they receive that candy.

Content Statement: **Goods are objects that can satisfy people's wants.**

Stated in Student Language: A good is something people want that you can hold or touch.

Evidence of Student Learning: Students will describe five objects that they would like to buy at a local store and explain why they want these objects.

Content Statement: **Services are activities that can satisfy people's wants.**

Stated in Student Language: A service is something that one person does for someone else.

Evidence of Student Learning: Students will state five services that their teacher provides for them, and name other ways that these services might be provided if the teacher did not perform them.

EXCHANGE, MONEY AND INTERDEPENDENCE

Content Statement: Trading goods and services with people for other goods and services or for money is called exchange.

Stated in Student Language: People trade goods and services.

Evidence of Student Learning: Students will name five different items produced by a farmer, baker, and one other person chosen by the class; name five different items each one of those persons might want, such as a house, car, soft drink, candy bar, etc., and explain how each person can get what he or she wants through exchange.

Content Statement: Money is a good that can be used to buy all other goods and services.

Stated in Student Language: Money is used to buy things.

Evidence of Student Learning: Given a list of five goods and services they desire and asked to describe ways for obtaining these goods and services, students will cite the use of money as one means of obtaining each of the items listed.

MARKETS AND PRICES

Content Statement: A price is the amount of money that people pay when they buy a good or service.

Stated in Student Language: Prices tell you how much money it costs to buy a good or service.

Evidence of Student Learning: Students will define "price" and will name five items, giving the price of each item that they would buy.

SCARCITY

Same as content statement for preceding grade level, and also:

Content Statement: Scarcity requires people to make choices about using goods and services to satisfy wants.

Stated in Student Language: Since you can't have everything you want, you have to decide what things you want most and what things you will give up.

Evidence of Student Learning: Given a list of 20 goods and services, and only ten slips of paper representing paper dollars, students will select the goods and services they want most, explain their choices to a partner, and cite scarcity as the reason why they had to make choices.

Content Statement: People whose wants are satisfied by using goods and services are called consumers.

Stated in Student Language: When you use a good or service, you are a consumer.

Evidence of Student Learning: Given pictorial examples of people using goods and services, students, working in pairs, will explain why the people depicted are called consumers and identify the goods and services being consumed.

Content Statement: People who make goods and provide services are called producers.

Stated in Student Language: When you make a good or provide a service, you are a producer.

Evidence of Student Learning: Students will identify five different types of producers of goods and five different types of producers of services.

Content Statement: Productive resources are all natural resource, human resources and human-made resources (capital) used in the production of goods and services.

Stated in Student Language: Natural resources, labor and capital are used to make goods and services.

Evidence of Student Learning: Students will list all the resources that would be needed to build their school and categorize them as natural, human and human-made (capital) resources.

Content Statement: **Natural resources (also collectively referred to as "land") are "gifts of nature;" they are present without human intervention.**

Stated in Student Language: Nature provides many things used to produce goods and services.

Evidence of Student Learning: Students will list five different natural resources and identify at least five different uses for trees and for water in producing goods and services for people.

Content Statement: **Human resources (also called labor) represent the quantity and quality of human effort directed toward producing goods and services.**

Stated in Student Language: People work in jobs to produce goods and services.

Evidence of Student Learning: Given pictures of people in several different occupations, students will name the types of skills these people need in order to do their jobs.

Content Statement: **Capital resources are goods made by people and used to produce other goods and services.**

Stated in Student Language: Some goods are used to make other goods or to provide services.

Evidence of Student Learning: From a group of classroom items such as desk, chair, flag, clothes hanger, etc., students will name all the products that had to be made (such as hammers, axes, nails, glues) in order to make these classroom items.

EXCHANGE, MONEY AND INTERDEPENDENCE

Same as content statements for preceding grade level, and also:

Content Statement: **People exchange goods and services voluntarily because they expect to be better off after the exchange.**

Stated in Student Language: When two people trade because they want to, they both expect to gain.

Evidence of Student Learning: Students will select examples of voluntary exchange from the following list: 1) Richard mows Mr. Smith's grass for $5.00 a week; 2) John offers to fix Bill's stereo if Bill will fix John's card; 3) John cleans up Joe's sporting goods store in return for lessons from the tennis professional; 4) Sally broke Jerry's toy truck and gave him her brownies for three days so he wouldn't tell her mother that she broke his truck.

Content Statement: The simplest and most primitive form of exchange is barter - the direct trading of goods and services between people.

Stated in Student Language: Barter is trading goods and services without using money.

Evidence of Student Learning: Students will state the difficulties involved in bartering after engaging in the following activity: Explain to students that each will be given something he or she can trade. Distribute a number of different items in varying quantities to members of the class (e.g., five M&Ms, two pencils, four cookies, one apple, etc.) Ask students to identify which of the items distributed they would like to have most and then attempt to trade with the person who has the item.

Fourth - Fifth Grades

SCARCITY

Content Statement: Scarcity results from the imbalance between relatively unlimited wants and limited resources.

Stated in Student Language: The reason that goods and services are scarce is that there are not enough productive resources to satisfy all of our wants.

Evidence of Student Learning: Students will explain why they cannot have all the games, clothes and sporting equipment that they want, stated in terms of scarcity of the specific productive resources necessary to produce those items

Content Statement: Like individuals, governments and societies experience scarcity because their productive resources are limited and their wants are virtually unlimited.

Stated in Student Language: Governments cannot provide all of the goods and services people want because people want more than can be produced with the productive resources we have.

Evidence of Student Learning: Students will list all the services they think the government should provide ideally for the people in their community and explain why all of these services cannot be provided.

Content Statement: Entrepreneurship refers to the human resources that assume the risk of organizing other resources to produce goods and services.

Stated in Student Language: Entrepreneurs use resources to make goods and services they hope people will buy, and take the risk that people won't buy their products or won't pay enough for them to cover the entrepreneurs' costs.

Evidence of Student Learning: After a classroom visit by a local entrepreneur, students will write a short essay on the risk entrepreneurs take and the motivation they have in undertaking these risks.

Content Statement: Because federal, state and local governments have limited budgets, they must compare their revenues to the cost of public projects their citizens desire.

Stated in Student Language: Governments have limited budgets and cannot provide all the services that their citizens want.

Evidence of Student Learning: Given the following problem, students will decide which project the city should undertake and state the reasons for that choice.
A city needs new street lights in one neighborhood, but it also needs two day-care centers in opposite sections of town. Each project will cost $30,000.00, but the city has only enough money to pay for one of the projects. Fifty houses will benefit from the street lights. One hundred families will use the day-care centers. Which project should the city choose?

ECONOMIC SYSTEMS

Content Statement: **The United States economy is organized around a system of private markets in which prices for goods and services are determined.**

Stated in Student Language: In the United States, prices for most goods and services are established by buyers and sellers making exchanges in private markets.

Evidence of Student Learning: Given a situation in which a seller of candy bars wants to sell them to a buyer, students will explain that the price reached will be satisfactory to both the seller and the buyer and that the transaction represents a market. Students will also give other examples of markets.

Content Statement: **Households are individuals or family units which, as consumers, buy goods and services from firms and, as resource owners, sell productive resources to firms.**

Stated in Student Language: Households buy goods and services to consume and they also sell their productive resources to business firms or directly produce goods and services themselves.

Evidence of Student Learning: Students will name at least five goods or services that parents, other family members or neighbors help to produce or provide, and also will list several local businesses where the adults they have discussed frequently buy goods or services.

Content Statement: **Profit is the difference between revenues and the costs entailed in producing or selling a good or service; it is a return for risk taking.**

Stated in Student Language: Profit, the difference between revenues and the costs of producing or selling a good or service, is the incentive that persuades entrepreneurs and business firms to take the risks of producing goods and services to sell.

Evidence of Student Learning: After a classroom visit by a local entrepreneur, students will write a paragraph describing how profit is calculated and a paragraph describing risks common to most small business enterprises.

Content Statement: **The hope of earning profit motivates business firms to incur the risks involved in producing goods and services for the market.**

State in Student Language: Successful business firms earn profits, while unsuccessful firms suffer losses.

Evidence of Student Learning: Students will correctly calculate profit or loss for each of the following: 1) As the owner of a bicycle repair shop that made $80,000 in revenue last year, you had to pay $62,000 for spare parts, rent for your store, electricity, wages and business taxes. How much was your profit or loss? 2) You own a doughnut shop. Last year the expenses of running your shop, including the wages you paid, the rent for your shop, your business taxes, the cost of the flour, eggs and sugar to make your doughnuts and the cost of keeping your equipment in good order totaled $170,000.00 Your revenue from selling doughnuts was $152,000.00. How much was your profit or loss?

Content Statement: To earn income, households own and sell productive resources in a market economy and also lend money to people or firms.

Stated in Student Language: Households earn income by selling or renting productive resources to business firms. The major productive resource that households sell to business firms is labor, but households may also sell or rent natural resources, capital resources or entrepreneurial resources. They may also lend money to business firms.

Evidence of Student Learning: Students will cite specific examples of how a household could earn income by selling labor, by selling or renting a natural resource (such as farmland), by selling or renting capital equipment (such as a snow plow), by running a business (single proprietor shop), or by putting money in a bank, stocks or bonds and receiving a return.

EXCHANGE, MONEY AND INTERDEPENDENCE

Content Statement: Money is generally accepted medium of exchange.

Stated in Student Language: Money is anything that most people will accept as payment for goods and services.

Evidence of Student Learning: Students will define the basis for money as anything that is acceptable by everyone and cite several examples from history such as cloth, corn, seashells, porpoise teeth, etc.

Content Statement: Money eliminates the need for the "double coincidence of wants."

Stated in Student Language: When people barter, a "double coincidence of wants" must occur — that is, a person who wants to trade a good or service must find a trading partner who wants that good or service and also has something to trade that the first person desire. Money eliminates the need for double coincidence of wants because it can be used to buy all goods and services.

Evidence of Student Learning: Students will explain why using money would work better than barter in the following scenario: Mrs. Mulligan has more tomatoes in her garden than she can use, but the rabbits ate all her green beans this year and her family likes green beans. Mr. Swanson has extra green beans, but also all the tomatoes he wants. He does, however, want a bird feeder for his front lawn. Mrs. Greenberg has a nice bird feeder that she doesn't want any longer because she is moving to an apartment. She would really like a antique vase to decorate her new apartment. Mrs. Signorelli has just inherited an antique vase, but her furniture is all modern. She has a family reunion planned this weekend and would like to service fresh, home-grown tomatoes, but she doesn't have a garden herself. Which would be a more efficient system of meeting the wants of all these people, bartering or using money? Why?

Content Statement: **Exchanges made through barter face problems of divisibility, portability and storage that are greatly reduced by the use of money.**

Stated in Student Language: Money is easy to use because it is easy to divide, carry and store.

Evidence of Student Learning: After discussion of the use of money instead of barter, students will state at least three reasons why use of money is preferable.

Content Statement: **Money has generally replaced barter as a more efficient system for exchange.**

Stated in Student Language: Money encourages more trading and larger markets than barter.

Evidence of Student Learning: Students will explain why the use of money is more efficient than barter.

Content Statement: **As a unit of account, money can be used to express the market value of different goods and services.**

Stated in Student Language: Money makes it easier to compare the value of different kings of goods and services.

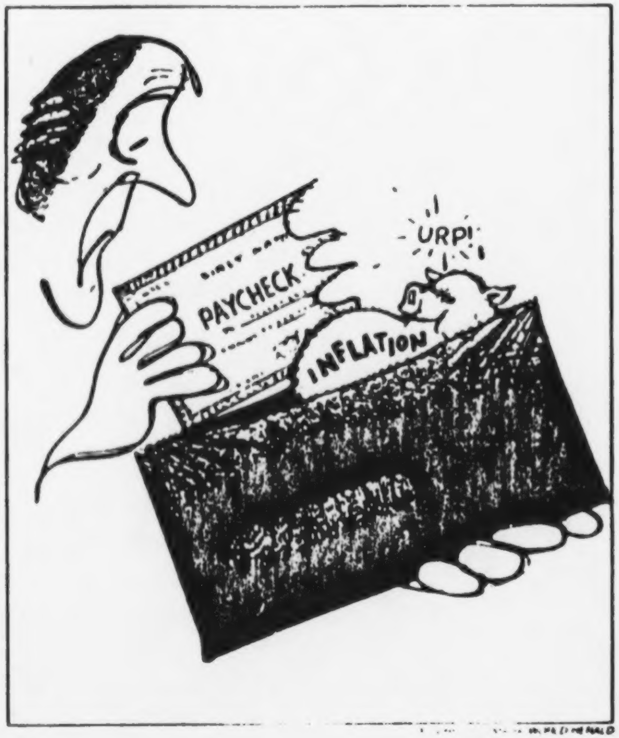
Evidence of Student Learning: Students will explain that money has value because everyone accepts it as the unit of account and will give examples of how three specific products are valued by buyers and sellers based upon their relative prices.

Content Statement: As a store of value, money retains its buying power and its "liquidity" - i.e., it can be used as final payment for goods and services.

Stated in Student Language: Money allows people to save purchasing power for a later time; it can easily be traded for goods and services at any time.

Evidence of Student Learning: Students will demonstrate their understanding of money as a "store of value" in responding to the following: A tomato farmer wants to save money for his five-year-old daughter's college education. Why is he better of selling his tomatoes for money and saving the money than he would be if he saved tomatoes to exchange for his daughter's tuition when she is eighteen?

The following are several sample lessons that will aid in presenting economic materials to students.



Discussion Questions:
1) What does the pig represent?
2) What does inflation mean?
3) What group of people does the man represent?
4) What does the eaten away portion of the paycheck represent?
5) What does the remaining portion of the paycheck represent?
6) What is the essential message of the cartoon?
7) Which groups of people are hurt the most by inflation?
8) Do any groups benefit from inflation? Who benefits?

Planning and Budgeting

Ideas for Teaching/Learning Activities:

To help students understand how federal and state laws govern credit transactions, have them:

Obtain and fill out sample application forms for credit. Follow up with a discussion of 1) questions on the form, 2) establishing a sound credit rating, 3) the value of a sound credit rating.

Obtain and study several sample credit contracts and monthly statements. Follow up with a discussion on 1) words and terms used on the contracts and statements, 2) legal rights and obligations of creditors and debtors, 3) consequences of failing to meet obligations, 4) disclosure requirements of the Truth in Lending Act.

Use examples to show the difference between the cash and credit price of a $250 TV in two or three stores; the difference in finance charges for a 12-month contract, an 18-month contract, and a 24-month contract. Discuss other factors that influence consumer choice — reputation of the store, provision for service, guarantees that may be more important than finance charges in the long run.

Discuss local, state and federal government laws and regulations that protect consumers in their use of credit — what are the provisions of the laws; how do they protect consumers; how are they enforced; how do you report violations?

Credit

Ideas for Teaching/Learning Activities:

To help students understand that a budget should incorporate the uniqueness of individual and family needs and wants, have them:

Determine the role played by each family member in food management.
Survey: "Who makes the food management decisions in your family?"
a. Mom alone.
b. Mom with suggestions from other family members.
c. Dad alone.
d. Mom and Dad alone.
e. Dad with suggestions from other family members.
f. Children
g. All members equally.
h. Other
Compare your family to other families.

Plan a day's menu, after which the class will discuss what must be taken into consideration when planning meals. (Likes, dislikes, age, health, budget constraints, work activities, where we live, season, etc.)

Kool-Aid Collage

Recommended Level: 2

Generalization 3: Because wants are unlimited and resources are limited and versatile, choices must be made as to what goods and services are to be produced.

Subtopic 1: Goods and services that we consume must be produced with resources.

Rationale for Activity: This activity focuses on the idea that many resources are used in the production of even the simplest good or service.

Objective: Students will be able to depict on a collage the resources used in the production of Kool-Aid.

Materials:

1) A package of Kool-Aid, sugar, water, a long handled spoon, a two-quart pitcher, and paper cups for the class.

2) Provide for each student: crayons, a work sheet, a piece of poster paper or oak-tag, paste and scissors.

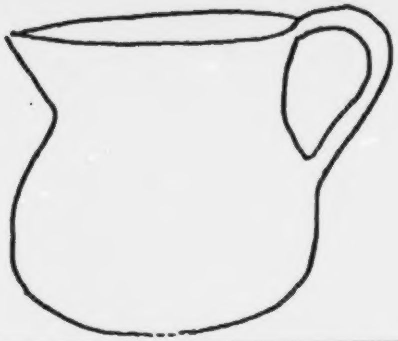
Procedure:

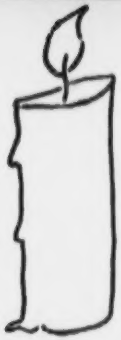
1) Seat the students so that each as a view of the teacher's work-space. The teacher should explain that Kool-Aid will be made for the class and that they should watch very closely to see what resources are used in making Kool-Aid.

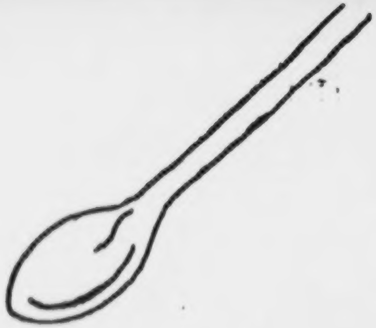
2) The teachers should define the word resources and name each resource used as the Kool-Aid is being produced. After the Kool-Aid has been mixed, have the students review the ingredients (resources) used. Be sure that they include the container, tools, and the teacher's labor.

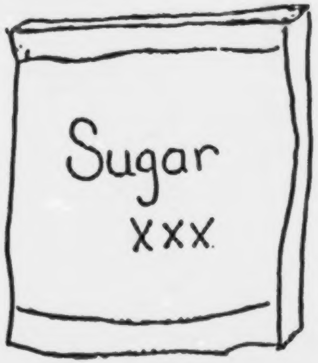
3) Provide each student with a student worksheet, a piece of poster paper, paste and scissors. have students choose all the illustrations that show things used in the making of Kool-Aid; color them and paste them with the picture of Kool-Aid on their poster paper. When each student has finished the collage and cleaned up the work area, provide the student with a cup of Kool-Aid.

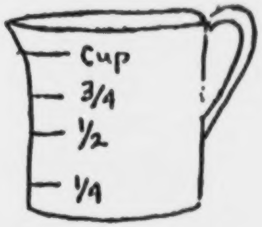
Collage

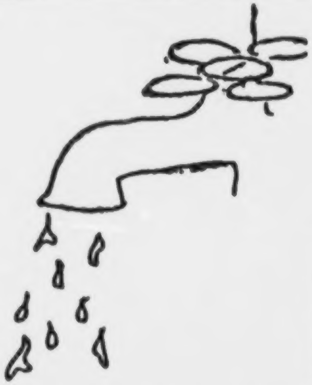


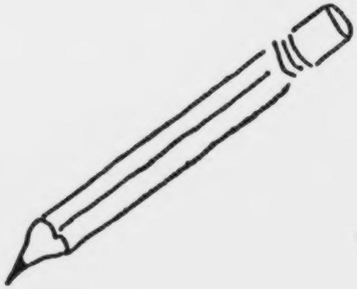


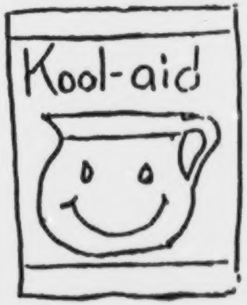


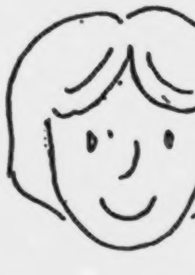












TEACHER

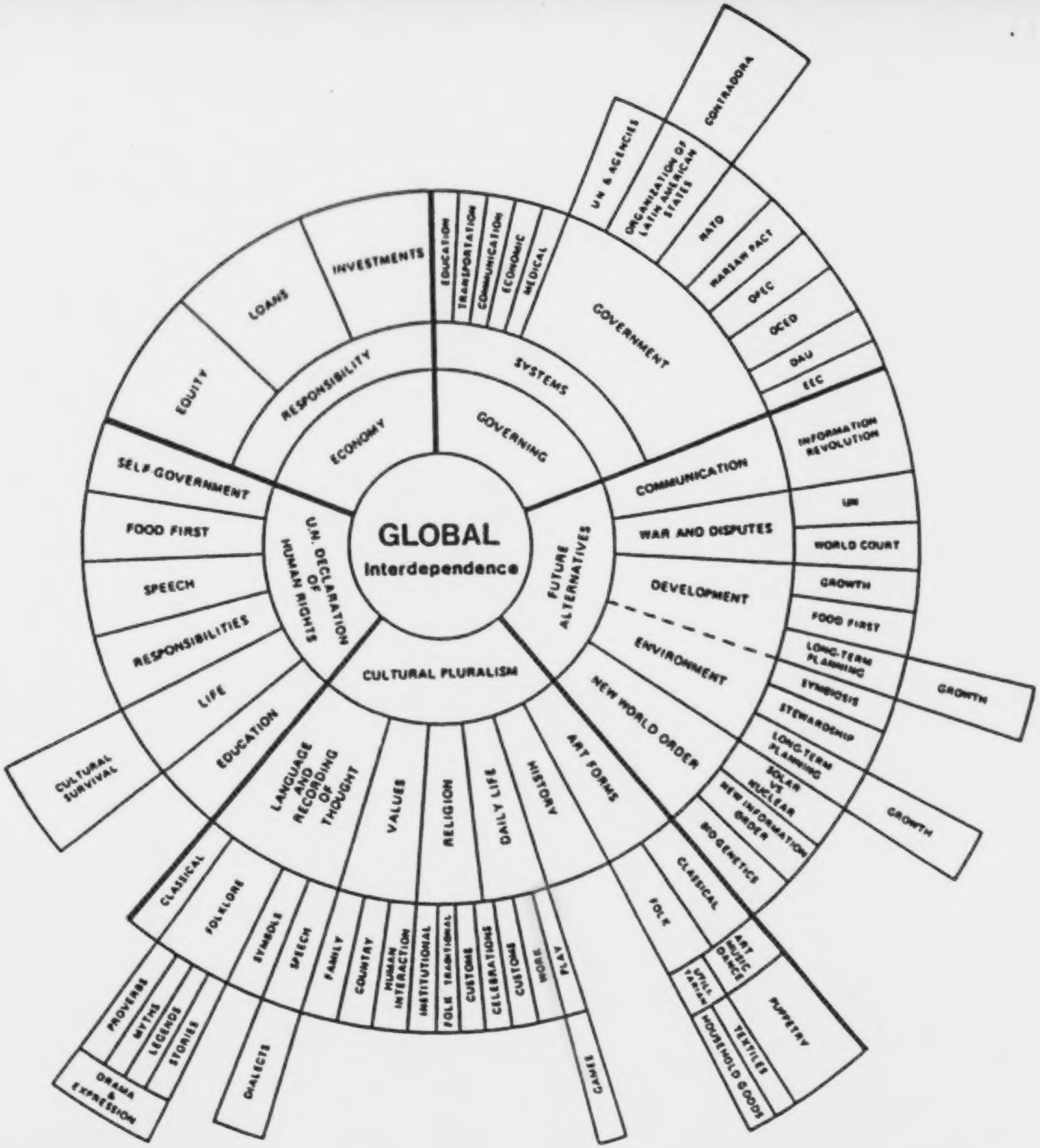
Sources:

Ron Schatz, Warren Central High School Economics Teacher, is an excellent resource person for economics. Ron will be very happy to help you with any economic presentations. You may contact Ron at Warren Central High School.

Indiana Council for Economic Education has excellent materials - some for loan and some are free.

IX.

E. Globalization


GLOBAL
Interdependence
ECONOMY
RESPONSIBILITY
EQUITY
LOANS
INVESTMENTS
GOVERNING
SYSTEMS
EDUCATION
TRANSPORTATION
COMMUNICATION
ECONOMIC
MEDICAL
GOVERNMENT
U.N. & AGENCIES
ORGANIZATION OF LATIN AMERICAN STATES
CONTADORA
NATO
WARSAW PACT
OPEC
OECD
OAU
EEC
FUTURE ALTERNATIVES
COMMUNICATION
INFORMATION REVOLUTION
WAR AND DISPUTES
UN
WORLD COURT
DEVELOPMENT
GROWTH
FOOD FIRST
LONG-TERM PLANNING
GROWTH
ENVIRONMENT
SYMBIOSIS
STEWARDSHIP
LONG-TERM PLANNING
GROWTH
NEW WORLD ORDER
SOLAR VS. NUCLEAR
NEW INFORMATION ORDER
BIOGENETICS
CULTURAL PLURALISM
ART FORMS
CLASSICAL
FOLK
ART MUSIC DANCE
UTILITARIAN
PUPPETRY
TEXTILES
HOUSEHOLD GOODS
HISTORY
DAILY LIFE
RELIGION
VALUES
LANGUAGE AND RECORDING OF THOUGHT
PLAY
GAMES
WORK
CUSTOMS
CELEBRATIONS
CUSTOMS
FOLK TRADITIONAL
INSTITUTIONAL
HUMAN INTERACTION
COUNTRY
FAMILY
SPEECH
DIALECTS
SYMBOLS
FOLKLORE
CLASSICAL
PROVERBS
MYTHS
LEGENDS
STORIES
DRAMA & EXPRESSION
U.N. DECLARATION OF HUMAN RIGHTS
SELF-GOVERNMENT
FOOD FIRST
SPEECH
RESPONSIBILITIES
LIFE
EDUCATION
CULTURAL SURVIVAL

Globalization

Viewed from outer space, most of the earth's surface is composed of water. The people who live on land must band together to share the resources and survive. There are no lines that mark national or other political boundaries. The weather will change without regard for religion, language or race. For most people, their country is the center of their universe! But as the world rapidly changes and becomes smaller, students need to be prepared to grow up in a global village, recognizing the presence and interdependence of others.

In the United States we say:
"Actions speak louder than words."
In China:
"Talk does not cook rice."
In Ecuador:
"It is one thing to cackle and another to lay an egg."
In Germany:
"Fancy words don't butter cabbage."

We are committed to these democratic values:
1) Acceptance and appreciation of cultural diversity.
2) Respect for human dignity and universal human rights.
3) Responsibility to the world community.
4) Reverence for the earth.

These values are best expressed by the Native American philosophy found in the Human Manifesto, which is printed below.

Human life on our planet is in jeopardy.

It is in jeopardy from war that could pulverize the human habitat. It is in jeopardy from preparations for war that destroy or diminish the prospects of decent existence.

It is in jeopardy because of the denial of human rights.

It is in jeopardy because the air is being fouled and the waters and soil are being poisoned.

If these dangers are to be removed and if human development is to be assured, we the people of this planet must accept obligations to each other and to the generations of human beings to come.

We have the obligation to free our world of war by creating an enduring basis for worldwide peace.

We have the obligation to safeguard the delicate balance of the natural environment and to develop the world's resources for the human good.

We have the obligation to make human rights the primary concern of society.

We have the obligation to create a world order in which man neither has to kill or be killed.

In order to carry out these obligations, we the people of this world assert our primary allegiance to each other in the family of man. We declare our individual citizenship in the world community and our support for a United Nations capable of governing our planet in the common human interest.

Life in the universe is unimaginably rare. It must be protected, respected, cherished.

We pledge our energies and resources of spirit to the preservation of the human habitat and to the infinite possibilities of human betterment in our time.

One unique way to approach the "Global Classroom" is through the use of technology. Open your classroom to the world. Imagine students talking with students in the Soviet Union, the Netherlands, Canada, England, Japan or in other parts of the United States.

There are a number of companies that have programs available that will connect classrooms around the world. Listed below are some examples of programs that are available:

1. ICS - Interactive Communications and Simulations
   University of Michigan School of Education

2. World Classroom sponsored by GTE Education Services

3. ERIC - helps you keep current on a variety of topics
   Sponsored by the U.S. Department of Education

The following sample simulations provide a preview of the type of learning activities that are available to teachers in the area of global interdependence.

If you have an interest in this, please check with the Social Studies Instructional Improvement Team Chairman, Dr. Jeff Swensson, Principal at Stonybrook Junior High.

ARAB-ISRAELI SIMULATION

The Arab-Israeli Conflict Simulation has been the mainstay of ICS for the decade and a half of its existence, both at the secondary school and university levels. Beginning at the University of Michigan during the 1973-74 academic year, the Arab-Israeli simulation has been mounted many dozen of times, both as face-to-face and computer-mediated exercises. At the university level, the Arab-Israeli simulation has been one among a number of subject matters that have been addressed by means of the ICS format. Nevertheless, it has represented the great majority of such exercises. Most have been of a face-to-face nature, but five during the late 1970s were computer-mediated and served as the arena in which the synthesis between the ICS-type simulation and CONFER was tested.

At the secondary school level, the Arab-Israeli simulation was the only ICS exercise offered from 1984 through the fall term of 1986. All Arab-Israeli exercises have been computer-mediated, as now are all ICS endeavors mounted from the University of Michigan.

The Arab-Israeli simulation has been the model on which the great proportion of the evolutionary development of ICS has taken place. Indeed, the Arab-Israeli exercise is in essence the basic format of ICS. The 60 roles represented in the current simulation are organized into 12 country teams. Seven of these represent states directly or indirectly involved in the conflict. Four represent parts of political entities that are also involved, but which are better organized as more than one team due to the nature of the political reality they represent. Generally each team is located in a different school so that all diplomatic communications are mediated via computer.

All of the roles represented in the simulation are very high level governmental or political figures. With but a few exceptions - a few "Private Envoys" - all are also the actual individuals currently holding the offices represented. Therefore, the simulation is based on the highly dynamic, and dramatic, context of the current reality. Abstraction and generalization is thus far removed.

The participants in the simulation are involved in three basic forms of activity, in addition to being participants in the domestic political and governmental affairs of the country teams within their own schools. First and foremost among these computer-mediated activities is the sending and receiving of private diplomatic "Messages." Each participant has a subset of a half dozen or so foreign figures with whom such messages may be exchanged. The "Communications Matrix" that this represents has three purposes: to help participants more closely simulate the real world, to help them focus their attention and activity, and to help distribute the diplomatic work-load among all participants on a team. The second activity that participants are involved in is the sending and receiving of "Press Releases," the medium through which they make public pronouncements. Finally, the participants, being high level political figures, can take political, economic or military actions by means of "Action Forms." All of this activity is mediated in a variety of ways by a "Control" group located at the University of Michigan.

The purpose of the ICS Arab-Israeli simulation is to immerse participants in the complex dynamics of a highly salient, dramatic and multi-faceted international political reality. This experience is intended to help students become more sophisticated citizens with a greater appreciation of the complexity of domestic and international politics.

UNITED STATES CONSTITUTION SIMULATION

The United States Constitution Simulation represented a bold new departure for ICS when it was launched in the Spring Term of 1987. In preparation for over a year and a half, the exercise is one in both American history and United States government. Therefore, it fits directly into the core of the secondary school social studies curriculum. Seven separate exercises have been mounted to date.

The simulation follows the ICS format. Participants role playing real world individuals are organized into teams each of which is located in a separate school. The 70 roles in the exercise are delegates to a constitutional convention in the near future. All are historic figures drawn from across the past 200 years of American history. They are organized into fourteen delegations of five persons each: generally they include one person from the constitutional era of the 1780s, three 19th century political figures, and one more or less contemporary 20th century political actor. Each delegation represents a grouping of individuals with a similar orientation toward constitutional matters.

The basic working forums of the simulation are five 14-person drafting committees, each of which has as its responsibility the drafting anew, modifying or re-adopting of appropriate articles addressing a particular basic area of constitutional concern. These computer-mediated committees are composed of one individual drawn from each of the different delegations and, like the delegations, are composed of an historic mix of figures.

Decision-making is an important element of the exercise. A majority or minority of committee members may send draft articles to the floor of the convention at any time during the proceedings. Once on the floor, voting takes place by delegation, each of the fourteen delegations having a single vote. This system of voting mirrors that of the 1789 convention and is managed by a computer program. It is designed, however, to encourage delegates to negotiate with one another about the details of each draft and the positive and negative impact that changes might make.

A constitutional framework, perhaps especially in the United States, is intended to be an enduring document, politically relevant to generations whose economic, social and cultural contexts have little in common. An historically constructed convention attempting to draft such a document should provide a dramatic setting for its delegates to confront directly a broad range of constitutional matters and the very essence of constitutionalism in its historical and political context. This is the educational intention of the ICS United States Constitution Simulation.

Sources for Globalization

Native American Human Manifesto, A Guide to Curriculum Planning, Wisconsin Department of Public Education

Comprehensive Multicultural Education: Theory and Practice, 2nd edition
by Christine I. Bennett, Allyn and Bacon

ICS - University of Michigan

IX.

F. Critical Thinking

Improving the thinking abilities of American youth has taken on more significance today than ever before. Skillful thinking does not just develop by itself. If left to their own devices, most individuals do not seem to develop thinking skills to the fullest measure of which they are capable.

Skillful thinking requires deliberate, continuing instruction, guidance and practice in order to develop to its full potential.

Another reason to teach thinking is for student survival. Inside or outside of school, students are given tools in which the student must think and then be passed or failed on the products of their thinking.

Instruction in thinking gives students a sense of conscious control over their own achievement that results from such thinking. With this, plus improved academic achievement that results from such thinking, students develop a sense of self-confidence.

Teaching thinking also makes possible a level of classroom discourse far above the drill, practice and rote memorization typical of many classrooms.

Changes in our world give urgency to serious attention to teaching thinking. In years past, societal changes occurred very slowly. Political upheaval in one region has immediate consequences for people far removed from events in that region. The rapid, continued shrinking of our world, the scope of change, and the new challenges this poses, make it necessary to invent new responses and initiatives rather than simply recall old ones. Doing this requires an ability to engage in thinking operations beyond the level of simple recall.

An important factor of change is often referred to as the "information explosion." The mount of information generated by society has been increasing at such a rate that an individual cannot master more than a tiny fraction of it. In the 1970s, the information available to us was doubling every ten years; it is now believed that knowledge will be doubling every 20 months. Exclusive reliance on past information and knowledge derived from it appears shaky in dealing with the problems in today's world. Teaching thinking skills is a survival skill for society as a whole as well as for the individual.

It is important for teachers to "teach" thinking skills not just use thinking questions. Students need to engage in the thinking skills with guidance and then practice the skill, perhaps, with another student or in a group.

When teaching a thinking skill, the teachers should follow these five steps:

1. First, the teacher introduces the new thinking operation in the context of the subject matter being studied.
2. Then the students execute the operation as best they can to complete a short task.
3. The students need to reflect on and share what they did in their minds as they executed the operation.
4. Then ask students to consciously try to use what they have discovered using a second task.
5. Students again report on what they believe they did in their heads to complete the new skill or strategy and what rules they seemed to follow.

The five steps of teaching thinking skills is outlined as follows:

Step 1 State that "learning" the skill is today's objective.
 Give the skill label/name.
 Give synonyms.
 State a tentative/working definition.
 State ways the skill can be or has been used:
  1. in students' personal experience,
  2. in school activities,
  3. in the course.

Step 2 Execute the skill
 Use the skill (as best one can) to accomplish a task
 Work in pairs, triads or groups.
 Use subject matter familiar to students and appropriate to course (or if necessary, from students' experience.)

Step 3 Reflect on what was done
 Students report what went on in their heads as they engaged in the skill.
 Identify the key steps/rules used and sequence of each.
 Clarify the procedure and any criteria used.
 Focus on the skill and its attributes.

Step 4 Apply skill to new data
 Use what has been discussed about the skill to complete a second task.
 Work in pairs, triads, or groups.
 Use subject matter appropriate to the course but in the same structure and media as in Step 2.

Step 5 Review the skill
 Report on what students did in their heads as they applied the skill.
 Review the steps/procedure that seem to constitute the skill.
 Review the rules that direct use of the skill as well as when it is to be used.
 State the relationship of this skill to other skills.
 Review or revise the skill definition.
 State where the skill can be used in personal or out-of-school situations.

The next listing shows the various major thinking operations:

I. THINKING STRATEGIES

Problem Solving
1. Recognize a problem
2. Represent the problem
3. Devise/choose solution plan
4. Execute the plan
5. Evaluate the solution

Decision Making
1. Define the goal
2. Identify alternatives
3. Analyze alternatives
4. Rank alternatives
5. Judge highest-ranked alternatives
6. Choose "best" alternative

Conceptualizing
1. Identify examples
2. Identify common attributes
3. Classify attributes
4. Interrelate categories of attributes
5. Identify additional examples/nonexamples
6. Modify concept attributes/structure

II. CRITICAL THINKING SKILLS

1. Distinguishing between verifiable facts and value claims
2. Distinguishing relevant from irrelevant information, claims, or reasons
3. Determining the factual accuracy of a statement
4. Determining the credibility of a source
5. Identifying ambiguous claims or arguments
6. Identifying unstated assumptions
7. Detecting bias
8. Identifying logical fallacies
9. Recognizing logical inconsistencies in a line of reasoning
10. Determining the strength of an argument or claim

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III. MICRO-THINKING SKILLS

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1. Recall
2. Translation
3. Interpretation
4. Extrapolation
5. Application
6. Analysis (compare, contrast, classify, seriate, etc.)
7. Synthesis
8. Evaluation

Reasoning
inductive
deductive
analogical

The following section gives some practical examples that could be used in the classroom to promote critical thinking.

MULTIPLE LEVELS OF THINKING

DEFINITIONS, PROCESS VERBS (thinking activities), and PRINCIPLES related to INTELLECTUAL FUNCTIONS AND BLOOM'S TAXONOMY OF COGNITIVE OBJECTIVES for success in INSTRUCTION AND ASSESSMENT

———Depending on designed activity and intended outcome, the levels of cognitive thinking may overlap. This is as it was intended.———

KNOWLEDGE (gathering; accumulating; remembering, filing and retrieving information. (M. Hunter)

Intellectual Function: Input and Retrieval The lowest level of learning and thinking - recall, memory, facts - the foundation for higher-order thinking activities. The student recalls or recognizes information.

Activities:

see; view; hear; listen; taste; feel; touch; smell; sniff; match; list; write; recite; identify; find; group say; tell what _____ looks like; tell when, who, how many; name; locate; recall; memorize; repeat; define; label; record; relate; narrate; observe; listen; ask; describe; distinguish; recognize; show; state; count

COMPREHENSION (understanding information)

Intellectual Function: Retrieval - Translation, Interpretation, Extrapolation (Leslie Hart states that all learning is pattern based and that actual learning is the process of pulling those patterns out of confusion.)

The lowest level of understanding; one step beyond simple remembering. The student changes information into different symbolic form, but retains the meaning.

Activities:

explain; describe; reword; name; identify; report; discuss; restate; recognize; outline; translate; extend; change; summarize; define; show; tell or write how, why, what; locate; review; express; research; discover; list; recall; recite; complete; compare; conclude; contrast; demonstrate; differentiate; distinguish; estimate; illustrate; infer; interpret; predict; relate; rephrase; discuss; paraphrase

HIGHER-ORDER THINKING BEGINS:

APPLICATION (using prior knowledge in a new situation)

Intellectual Function: Output

This level requires a higher degree of understanding than that required at comprehension - the ability to use learned materials in new, concrete ways and situation. This is where transfer (higher-order thinking) begins. The student solves a problem using the knowledge and appropriate generalizations in new situations.

Activities:

apply; solve; make use of; employ; use in a new way; try; contruct-using; create; illustrate; assemble; demonstrate; show how to; act out; dramatize; operate; tell how, purpose; interview; translate; schedule; interpret; give an example; stimulate; report; record; experiment; manipulate; sketch; paint; teach; list; distinguish; state causality; make analogies; group organize; summarize; sequence; develop; plan; solve; model building; represent; predict; change

ANALYSIS
(analyzing, looking at the parts of the information as they relate to the whole)

Intellectual Function: Processing
Requires an understanding of both content and the structural form of any material. This level reflects a higher intellectual level than comprehension and application. The student separates information into component parts. Take apart; look for similarities; compare/contrast. (The sum of the parts is frequently larger than the whole.)

Activities:

analyze; sort; discover; separate; identify parts; examine; reduce; inspect; categorize; compare/contrast; tell why, what; experiment; inventory; criticize; diagram; solve; differentiate; question; debate; distinguish; classify; dissect; advertise; survey; state causality; organize; make analogies; group; sequence; relate; synthesize (the next step after analysis if a new product/process is the objective); classify; discriminate; recognize; validate; explore; investigate; generalize; outline.

THEORISTS IN COGNITIVE THINKING CURRENTLY ('86 TO PRESENT) BELIEVE THAT SYNTHESES IS A HIGHER LEVEL THAN EVALUATION.

EVALUATION (judging, evaluating the information, defend opinion)

Intellectual Function: Output
Judgments more than opinion-support with reason. The ability to judge the value of material for a given purpose. The judgment is based on definite criteria and a sound knowledge base. The student makes qualitative and quantitative judgments according to set standards. The judgments may be internal (metacognition) or external criteria.

Activities:

evaluate; decide; choose; put in order; award; rate; rank; grade; assess; tell why, which, what; compare; prove; judge; select; predict; measure; estimate; value; debate; discuss; editorialize; recommend; convince; generalize; forecast; infer; applying a principle; extrapolate; persuade

Intellectual Function:

METACOGNITION (awareness of our own thinking-thinking about our own thinking to make it better.)

(Costa) We can determine if students are becoming more aware of their own thinking if they are able to describe what goes on in their head when they think.

(McCabe and Rhoades) Teachers can heighten students' awareness of this function by: modeling - sharing thought processes with students, labeling spontaneous processes - EX. verbalizing thoughts while observing a butterfly, and encouraging students to metacognate about concrete objects.

SYNTHESIS (creating a new form of information)

Intellectual Function: Processing
The ability to put parts together to form something new and whole, a unique creation (new) invention. The student solves a problem by putting information together that requires original, creative thinking.

Activities:

make; create; develop; originate; devise; produce; construct; (old + old = new product); construct- using; design; build; tell something else; tell how to make (new); tell how to use better; tell (predict); combine; invent; pretend; propose; arrange; organize; prepare; classify; plan; compose; formulate; assemble; role-play; estimate; infer; imagine; write; extend; generalize; conjecture; synthesize; model building; hypothesize; imagine; extrapolate

PRINCIPLES FOR INFUSING HIGHER-ORDER THINKING INTO INSTRUCTION AND ASSESSMENT (McCabe and Rhoades)

____ Individuals do not necessarily learn higher-order thinking in a "logical" or developmental sequence. (That's one of the interesting things about human nature.) Leslie Hart states that thinking in and of itself is not a logical process, even in math!

____ While not adept at mastering facts - the knowledge level - some students may demonstrate very creative thinking when given the opportunity. All students need continuous opportunities to develop their minds.

____ Higher-order thinking is enhanced through meditation - thinking-aloud, wondering aloud, and metacognition (thinking about personal thinking) - the sharing of internal dialogue through discussion with self and others.

____ Development of lessons and assessments that involve multiple levels of higher-order thinking and hands-on activities.

____ Cooperative learning techniques inherently enhance the development of thinking through: group process; wrap-up activities; and through student/teacher observations. Ask students to share their information and discuss the strategies they used.

TEACHING HIGHER-ORDER THINKING TEACHES STUDENTS TO LEARN!

(EVALUATION)

1. Look at a picture of someone who needs help.

Fill in the circle that bests answers this problem.

Tell how you could help this person.

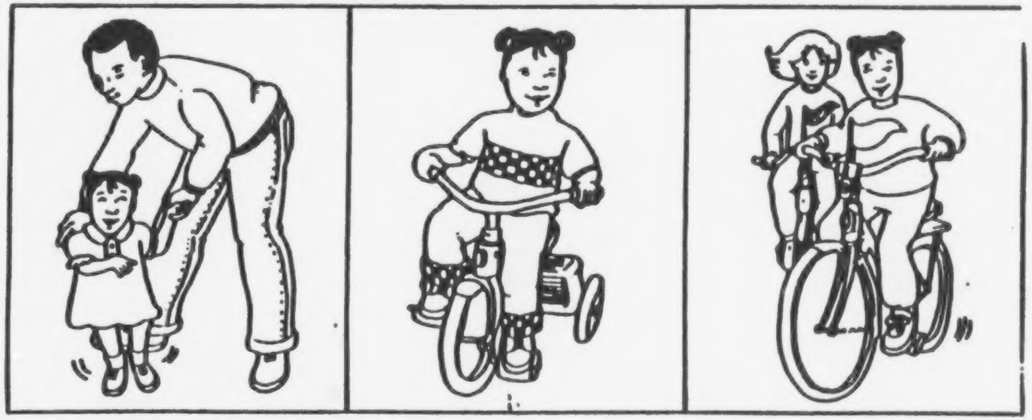
a. Get another box.
b. Help carry the box.
c. Get help.

Supply a picture of someone

carrying a heavy box/object.

(ANALYSIS)

2. Fill in the circle of the word that best completes the exercise.



Lori learns as she ___.

ⓐ grows ⓑ walks ⓒ moves

Alternate Assessment — related to question #2

To personalize the concept of change, invite one or more resource person(s) to speak to the class, i.e. senior citizen, a parent with a new baby.

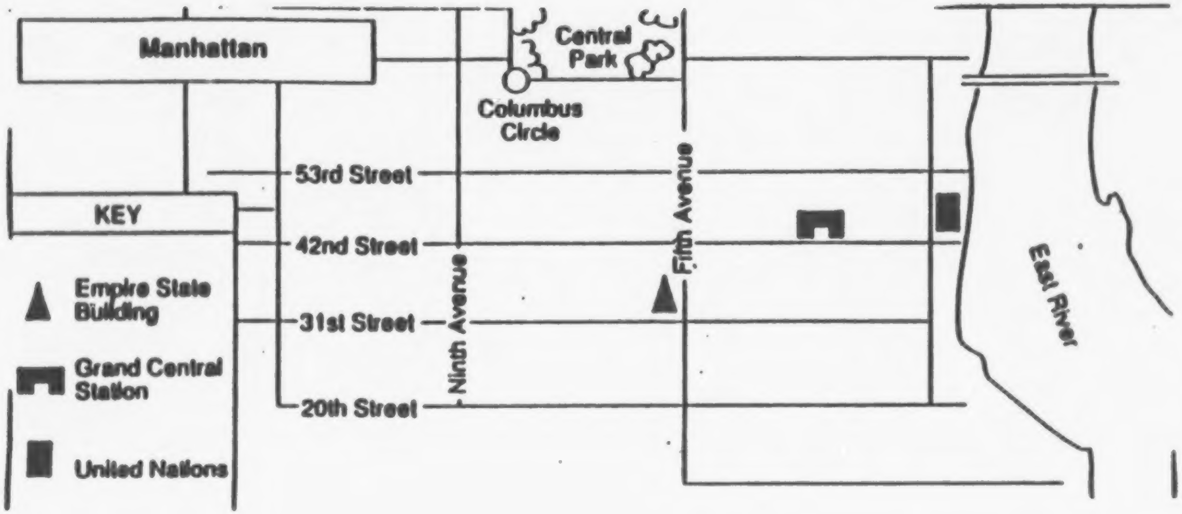
(APPLICATION)

1. Have each student write a question about a change to ask the speaker.

(SYNTHESIS)

2. Group Activity — Ask students to describe ways that they or their families have changed. Ask students to predict how they might feel if they were to move to another state.

1. Circle the letter next to each correct answer:


Manhattan
Central Park
Columbus Circle
53rd Street
42nd Street
31st Street
20th Street
Ninth Avenue
Fifth Avenue
East River
KEY
Empire State Building
Grand Central Station
United Nations

(APPLICATION)
Which of these streets is nearest to the Empire State Building?
a. 20th Street b. 31st Street c. 53rd Street

(ANALYSIS)
What is nearest to Columbus Circle?
a. Central Park b. United Nations Building c. Empire State Building

ALTERNATIVE ASSESSMENT:

(SYNTHESIS)
1. Draw a picture of what you think the city may look like in the future.

(EVALUATION)
2. Look at the above map. Select an area of the city you would like to live in and write a statement telling why you selected the area.

(ANALYSIS)

1. What kind of landform is near Philadelphia?
   a. mountains b. plains c. plateaus

(APPLICATION)

2. What landform is near Pittsburgh?
   a. mountains b. plains c. plateaus

Map of Philadelphia Area

ALTERNATIVE ASSESSMENT:

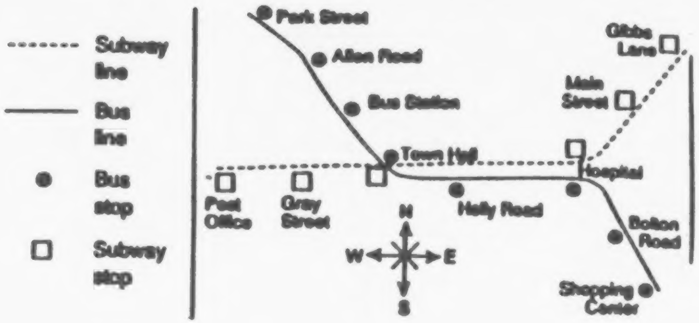
(SYNTHESIS)

1. Write a paragraph telling about an adult living in a farming, mining or port community. What is your job? What do you do for fun?

(EVALUATION)

2. Group activity: Discuss the advantages and disadvantages of living in a mining community, a port community or a farming community.

Use the map to answer questions 1 and 2.


Subway line
Bus line
Bus stop
Subway stop
Park Street
Allen Road
Bus Station
Town Hall
Gibbs Lane
Main Street
Hospital
Post Office
Gray Street
Holly Road
Bolton Road
Shopping Center
N
W
E
S

(ANALYSIS)

1. The next stop on the bus line after Park Street is:
   a. the bus station b. Main Street c. Allen Road

(APPLICATION)

2. If you travel on the subway from the hospital to Gibbs Lane, you are traveling ________________.
   a. northeast b. northwest c. southeast

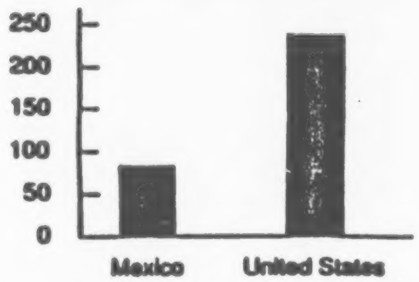
ALTERNATIVE ASSESSMENT
(SYNTHESIS)

1. Describe what it would be like to live in a large city that has a subway.

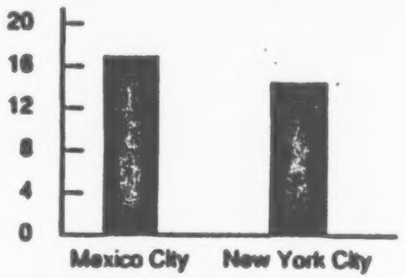
(EVALUATION)

2.

Graph A: Population (in millions)



Graph B: Population (in millions)



1. What is the first thing you should do to compare and contrast the graphs?
   a. Figure out the population of the United States.
   b. Look at Graph A and choose something about it.
   c. Look at all the information in both graphs.

2. In what way are the graphs alike?
   a. Both graphs give information about cities.
   b. Both graphs give information about countries.
   c. Both graphs give information about population.

3. What is one way the graphs are different?
   a. Graph A is about Mexico. Graph B is about the United States.
   b. Graph A gives population in millions. Graph B does not.
   c. Graph A gives information about countries. Graph B gives information about cities.

(APPLICATION)

1. Which of the following are primary sources?

   a. diaries b. artifacts c. government documents d. all of the above

(ANALYSIS)

2. Which primary source would give us the least information?

   a. diaries b. artifacts c. government documents c. all of the above

ALTERNATIVE ASSESSMENT:

(EVALUATION)

Short Essay: Describe the difference between primary and secondary sources. What is the value of each source?

(SYNTHESIS)

Group activity: Construct artifacts for a civilization in outerspace.

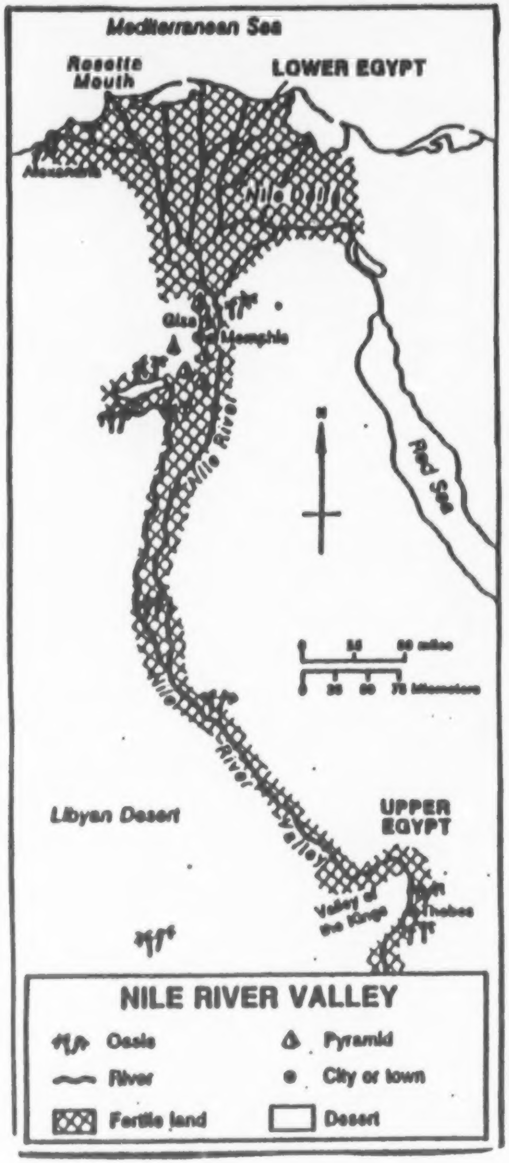
(APPLICATION)
What is located to the west of the Nile River?
a. the Rosetta Mouth
b. the Libyan Desert
c. the Red Sea
d. the Nile Delta

(ANALYSIS)
The Nile River flows from _______________.
a. east to west
b. north to south
c. west to east
c. south to north

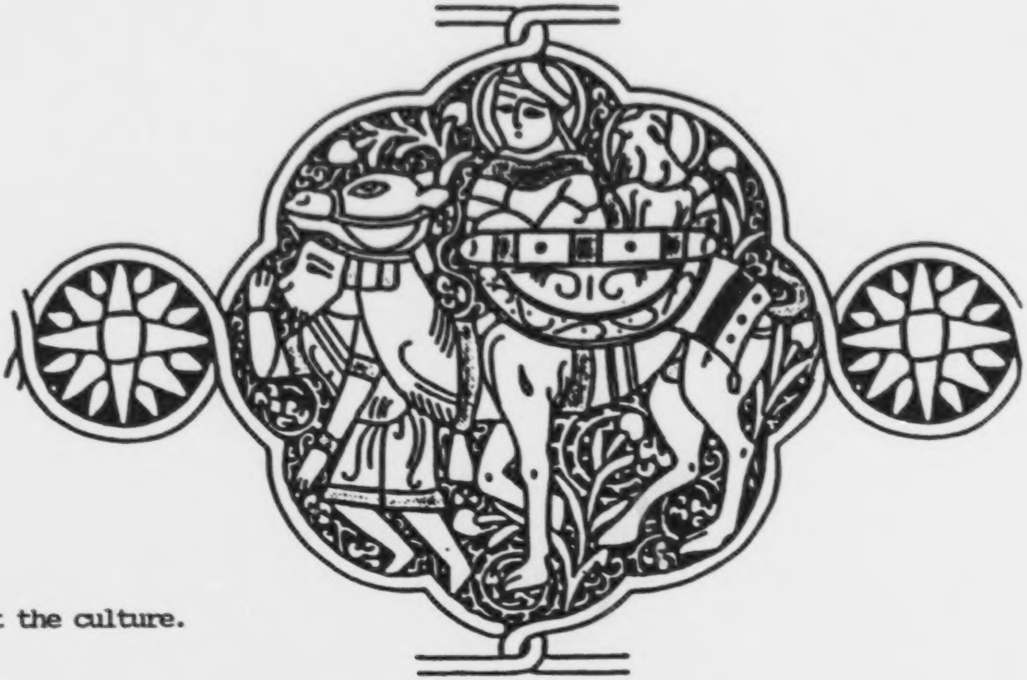
ALTERNATIVE ASSESSMENT:

(EVALUATION)
Group Activity: Have students compare the way of life and the geography in the Nile Valley and the Tigris and Euphrates River Valleys and then determine where they would like to live.

(SYNTHESIS)
Written Activity: What would be the impact on the farmers and townspeople if the Egyptian government built a dam across the Nile?


Mediterranean Sea
Rosetta Mouth
LOWER EGYPT
Alexandria
Nile Delta
Giza
Memphis
N
Red Sea
Nile River
0 25 50 miles
0 25 50 75 kilometers
Libyan Desert
Nile River Valley
UPPER EGYPT
Valley of the Kings
Thebes
NILE RIVER VALLEY
Oasis
Pyramid
River
City or town
Fertile land
Desert

The following design is from
a brass pitcher made in Iraq
in the early 13th century.



Look at the design.

(APPLICATION AND ANALYSIS)

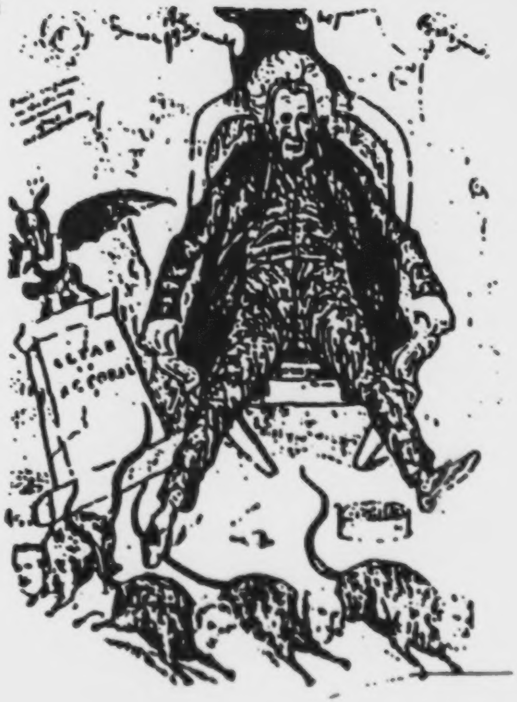
Select the item that tells something about the culture.
 a. Islam was the official religion.
 b. Camels were used for transportation.
 c. Music was an important part of the culture.

ALTERNATIVE ASSESSMENT

(SYNTHESIS)
Written Activity: Tell what it would be like to ride a camel.

(EVALUATION)
Group Activity: Discuss the features of life in a city and life as a nomad. Which lifestyle would you select and why?

1. When Jackson's vice president resigned office, his supporters in the cabinet soon followed. In this cartoon, the rats symbolize:



(ANALYSIS)

a. Jackson's entire cabinet
b. The cabinet members who remained with Jackson.
c. The cabinet members who left the administration.

MAPS OF NEW YORK CITY

1881 1903 1934

(Supply maps for your content; sample questions follow.)

(APPLICATION)

2. The areas shaded in black represent areas that have at least 1 house per acre. What is a reasonable assumption to make when you are looking at such a map?
   a. That a spread in housing indicates a spread in population.
   b. That the housing density is equal in all the shaded areas.
   c. That an average of 3 people live in each house, and therefore, on each acre of land.

ALTERNATIVE ASSESSMENT

(SYNTHESIS)
Group Activity: Tell what it would be like to be a cabinet member under Andrew Jackson.

(EVALUATION)
What would be your assessment of the success or failure of the Jackson Presidency?

BEST COPY AVAILABLE

Egyptian Religion (a paragraph)

1. All of the following descriptions are true of Egyptian religion except:

   a. It emphasized right and justice.
   b. It was polytheistic.
   c. It taught that a soul's life ended at death.
   d. It gave much power to the priests.

ALTERNATIVE ASSESSMENT

(ANALYSIS)

1. Group Activity - Compare and contrast the Egyptian religion with Christianity.

(SYNTHESIS)

2. Written Activity - Develop an Egyptian funeral ceremony.

EGYPTIAN RELIGION (a paragraph)

1. All of the following descriptions are true of Egyptian religion except:

   a. It emphasized right and justice.
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   c. It taught that a soul's life ended at death.
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ALTERNATIVE ASSESSMENT

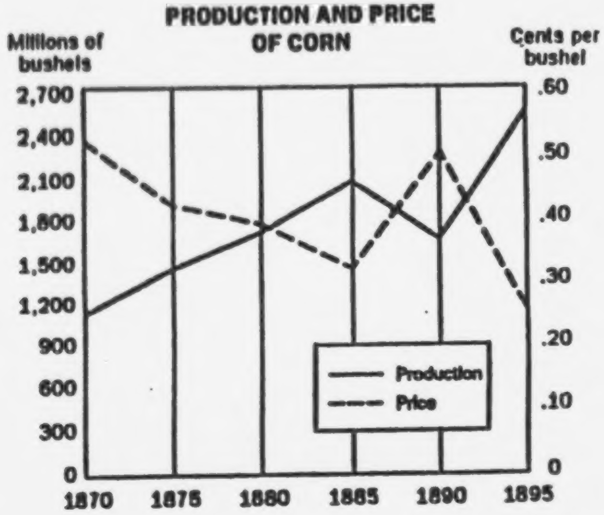
(ANALYSIS)

1. Group Activity - Compare and contrast the Egyptian religion with Christianity.

(SYNTHESIS)

2. Written activity - Develop an Egyptian funeral ceremony.

Use the graph to answer the next two questions:



(APPLICATION)

1. On the graph, the year 1985 shows:
   a. the highest corn production and the lowest corn prices.
   b. the lowest corn production and the highest corn prices.
   c. corn production and prices at their lowest point.
   d. corn production and prices at their highest point.

(ANALYSIS)

2. When corn production increased, what generally happened to corn prices?
   a. increased
   b. went up and then down
   c. did not change
   d. decreased

ALTERNATIVE ASSESSMENT

(SYNTHESIS)

Write a paragraph telling the impact on farmers as the price of corn fell.

201

(EVALUATION)

200

Group Activity: During a period of falling corn prices, what other actions could the farmers have taken to protect their income?

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Costa, Art "What Human Beings Do When They Behave Intelligently and How They Become More So"

Ellingsen, Robert *The Classrooms of the 21st Century*

Hart, Leslie *Human Brain and Human Learning*

Levels I and III, *Elements of Instruction*, MSD Warren Township

Kovalik, Susan *Teachers Make the Difference; Orchestrating Learning*

McCabe and Rhoades *The Nurturing Classroom*

IX.

G. Assessment

With so many other problems besetting humankind - pollution, racism, poverty, disease, and overpopulation - we need citizens who have the vision, integrity, intuition, flexibility, creativity, and wisdom - not people who are simply good with numbers, words, and logic. Tragically, the schools may be writing off many students as school failures, underachievers, or disabled learners who possess these badly needed qualities. These students may be the people Jonas Salk called the "evolvers" of the society, the change agents who do things in a different way- their own way - and as a result, transform society.

Alvin Toffler
"Learner of the Future"

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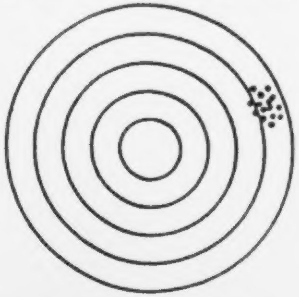
RELIABILITY AND VALIDITY

Reliability and validity are two characteristics of assessment instruments that are of primary importance.

Suppose the bull's-eye is the desired target. An archer shoots an arrow and hits the same place on the target consistently. The archer would be considered to have reliable aim.

RELIABLE BUT NOT VALID

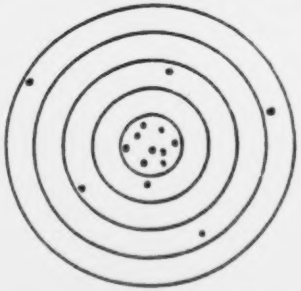


The reliability of a measure tells the extent to which an instrument is consistent in measuring whatever it does measure.

The validity of a measure tells you the extent to which an instrument is measuring what the evaluator intends it to measure.

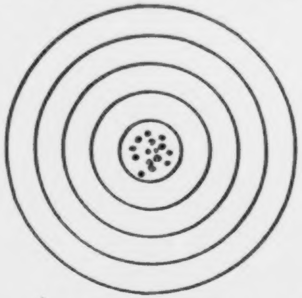
Now, suppose that all the arrows are spread out all over the target?

NEITHER RELIABLE NOR VALID



Even though the archer hit the center of the target several times, there are some stray shots which indicate a degree of inconsistency in the way in which the archer performs.

RELIABLE AND VALID



This is the desired result. It should be noted that a score can be valid only if it is also reliable.

ASSESSMENT

Social Studies educators at every level realize the need to evaluate their programs, with testing geared toward measuring and assessing objectives. Social Studies Teachers test students to gauge how all of their students are accomplishing stated learning objectives. The results, in turn, help teachers make the necessary decision to improve the effectiveness of their programs.

A comprehensive evaluation plan for Social Studies includes appropriate use of teacher-made achievement tests, standardized achievement tests, as well as, evaluation beyond testing.

With respect to tests, Social Studies teachers use tests to:

- a. determine the learning needs of students.
- b. provide learners with information and assistance on their progress toward social studies objectives.
- c. provide information for assigning grades and making decisions about promotion to the next grade level.
- d. compare the social studies achievements of their students with the students' own effort. The motivation to achieve or excel becomes intrinsic rather than extrinsic and life long learning rather than short term memorization becomes a reality.

The Social Studies curriculum requires close interaction with a variety of information media. Social Studies tests should use materials such as maps, photographs, tables, graphs, editorial cartoons, newspaper clippings, artifacts, documents, film and/or video clips, audio recording, journals, reflective learning logs, peer conferencing and self evaluation as assessment instruments.

Evaluation of student progress in a sound Social Studies Curriculum requires more than the typical objective-type paper and pencil test. Teachers must augment traditional tests with performance evaluation, portfolios of students' papers, projects and essays focused in higher levels of thinking.

Social Studies education entails the development of the skills and attitudes required for competent, participatory citizenship in our democratic society and in the global community. In order for such a program to be successful, the student will gather information from a variety of disciplines and experiences along with thinking, decision making, communication, social interaction, and civic participation.

Social Studies educators in our pluralistic society must see their teaching and curriculum materials as fair to all people, regardless of their ethnic backgrounds, beliefs, genders or handicaps. Social Studies educators must use all the information available about their students' Social Studies achievement - data gathered from a variety of assessment instruments and techniques - when making decisions about assigning grades.

Evaluation in the Social Studies should be based on clearly formulated curriculum objectives that were developed by Social Studies educators. Teachers use the objective for evaluating the performance of their students.

Only carefully designed evaluation strategies and tests will enable Social Studies educators to assess both the academic content and thinking and/or performance skills stated or implied by the objectives.

Evaluation instruments should:

1. focus on stated curriculum goals over objectives.
2. be used to improve curriculum and instruction
3. measure both content and process
4. reflect a high degree of fairness to all.

Evaluation of student achievement should:

1. be used solely to improve teaching and learning.
2. involve a variety of instruments and approaches to measure students' knowledge, skills and attitudes.
3. be congruent with both the objectives and the classroom experiences of the student examined.
4. be sequential and cumulative.
5. focus solely on academic achievement.

In developing various methods of assessing students, the teacher needs to consider the major trends in testing.

1. Less emphasis on multiple-choice assessment, more emphasis on writing.
2. Measurement of higher-order thinking
3. Use of performance-based assessment including the use of portfolios.
4. Use of cross-disciplinary teacher teams to assess student performance.
5. Use of modified multiple-choice assessment.
6. The learner as the primary assessor of personal academic progress.
7. Observation and judgment as valid indicators of academic achievement.
8. The integration of instruction and assessment at both the formative and summative stages.

The use of modified multiple-choice type questions needs to take into account higher level thinking. The following two items:

1. Action words - Keys to Assessment
2. Examples of Trigger Questions

should help teachers construct better guidelines during oral discussions and on the paper and pencil/pen type exam.

ACTION WORDS: KEYS TO ASSESSMENT

If you want to measure:	Use these key words in the exercise	Illustration
Recall	define repeat identify what label when list who name	Social Studies examples instead of literary examples. Who were the generals in the Civil War? When did the Civil War begin?
Analysis	subdivide categorize breakdown sort separate	On a timeline, indicate in chronological order the events leading to the Civil War as seen through the eyes of a slave in the South.
Comparison	compare differentiate contrast distinguish relate	Compare the strategies of of General Grant and General Lee. What are the similarities? What are the differences?
Inference	deduce anticipate predict what if infer apply speculate conclude	Hypothesize what would have happened if General Lee had led the Northern troops Support your answer with four noted references.
Evaluation	evaluate argue judge recommend assess debate appraise critique defend	If you had been living during the Civil War, would you have preferred to be on the Union or the Confederate side? Why?

EXAMPLES OF TRIGGER QUESTIONS:

Recall

- Define the word________________________.
- What is a ________________________?
- Label the following ________________________.
- Identify the ________________________________ in this ___________________________.
- Who did ____?

Analysis

- What are the basic elements (ingredients) in a _________________________________?
- What is/are the functions of ___________________________?
- Inventory the parts of _____________________________.
- Categorize the _______________________________ of _________________________.
- Sort the ______________________________.
- What is the order of steps in _______________________________.

Comparison

- Compare the ____________________________before and after.
- Contrast the ___________________________ to the _________________________.
- Differentiate between __________________________ and _________________________.

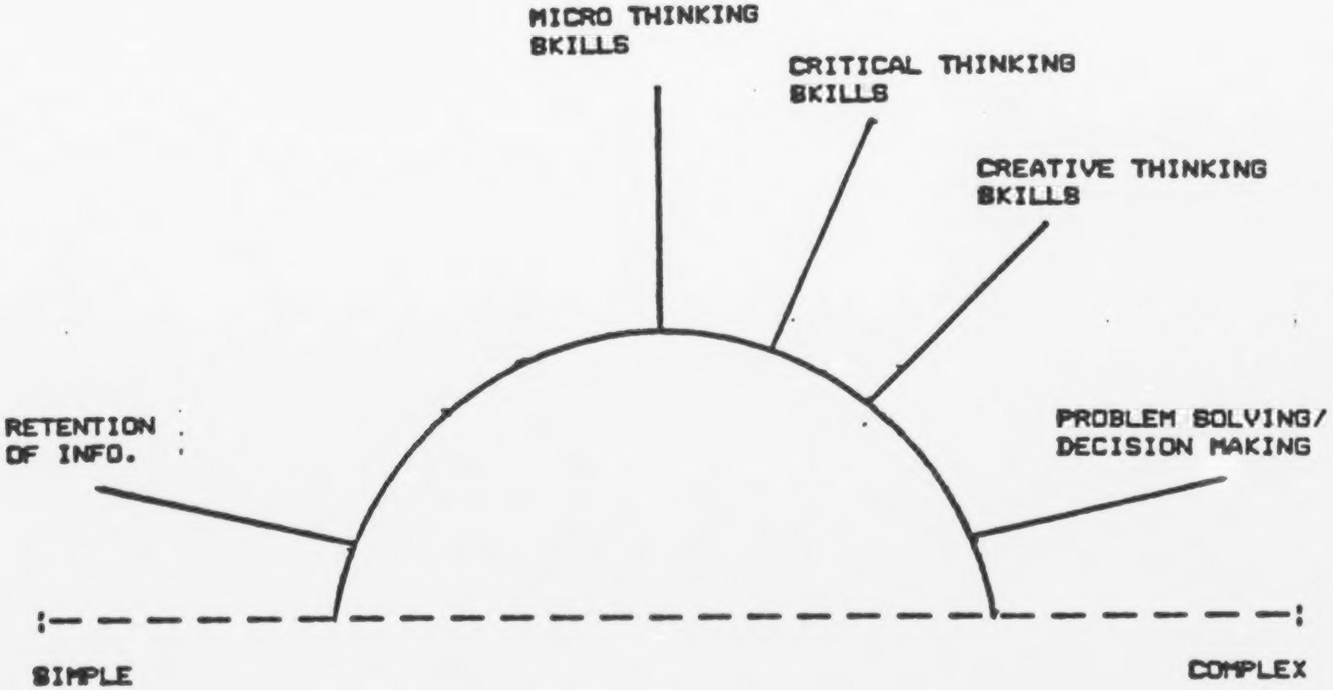
Inference

- Hypothesize what will happen if _____________________________________.
- Predict what would be true if ________________________________.
- Conclude what the result will be if _________________________________.
- What if ____had happen instead?

Evaluation

- What you would do if ____ happened? Why?
- Judge what would be the best way to solve the problem of ____________________________. Why did you select that solution?
- Evaluate whether you would ____________________________________ or ____________________________ in this situation. Why?

THE FIVEFOLD MODEL OF THINKING


MICRO THINKING SKILLS
CRITICAL THINKING SKILLS
CREATIVE THINKING SKILLS
RETENTION OF INFO.
PROBLEM SOLVING/ DECISION MAKING
SIMPLE
COMPLEX

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LEVELS OF THINKING ACCORDING TO THE FIVEFOLD MODELS

LEVEL OF THINKING	DEFINITION	GOAL
PROBLEM SOLVING/ DECISION MAKING	Strategies for evaluating and creating solutions or decision options.	Arrive at the best solution or decision.
CREATIVE THINKING	Creating original ideas or concepts	Produce an original work.
CRITICAL THINKING	Evaluating the reasonableness or quality of an idea or concept	Exercise critical judgment.
MICRO THINKING SKILLS	Skills which form the building blocks of critical and creative thinking, involve fewer operations than more complex forms of thinking.	Comprehend, information, apply rules, analyze patterns or relationships.
RETENTION OF INFORMATION	Memorization, recall, and recollection of information	Accurate recall of facts.

THE TYPE OF ASSESSMENT THAT WE USE IS GOVERNED BY THE LEVEL OF THINKING WE WISH TO MEASURE

		HIGHER ORDER THINKING SKILLS			
	Retention	Micro Thinking	Critical Thinking	Creative Thinking	Problem/ Solving Decision Making
Fill-in-the blanks	x				
Matching	x				
Multiple Choice	x	x	x		
Modified Multiple Choice		x	x		
Short Answer		x	x	x	x
Essay			x	x	x
Performance-based observation				x	x

It makes little sense to redesign curricula to teach for understanding and reflection when the main assessment instruments in schools measure only the assimilation of isolated facts and effective performance of rote skills. Alternative assessment methods must be developed to evaluate and increase the capacity of learners to engage in higher order thinking, to be aware of the learning strategies they use and to employ multiple intelligences. Alternative modes of assessment are valuable both to students in promoting their development and to teachers in increasing the effectiveness of their instruction. The following chart indicates assessments that complement individual learning styles.

ASSESSMENT WHICH TARGETS STUDENT LEARNING STYLES

CONCRETE-SEQUENTIAL learner will have greater success when assessment involves: true/false multiple-choice checklist (what HAS to be done) interviews (factual data collected) oral reports (on factual data) mechanical devises physiological devices physical manipulations, demonstrations of skills, manual dexterity fill-in-the-blanks	ABSTRACT-RANDOM learners will have greater success when assessment involves: essays (personal feelings) interviews oral reports (collaborative) oral reports (personal) role-playing sociograms ranking procedures (personal attitudes) retelling (written or oral)
ABSTRACT-SEQUENTIAL learners will have greater success when assessment involves: essays (analytical) interviews (opinions) open-ended questions (opinion/fact) oral reports on research debate (analysis of content, argument) ranking (opinion, analysis, order of sequence) research reports (written or oral)	CONCRETE-RANDOM learners will have greater success when assessment involves: essays (creative writing) open-ended questions creative projects, products, crafts discussion content physical manipulations, manual dexterity

Meaningful learning occurs when a learner has a knowledge base that can be used with fluency to make sense of the world, solve problems, and make decisions. Learners need to be self-determined, feel capable and always strive to acquire and use the tools they have to learn. They need to be strategic learners who have a number of effective strategies for their own learning. They need to be empathetic learners who view themselves and the world from perspectives other than their own.

Assessments of student achievement in Social Sciences will allow students to demonstrate breadth of learning, as well as, the ability to clarify issues, recognize relationships, determine causes and effects, interpret evidence and argue for a position. Test instruments will assess a deep knowledge of eras and events rather than isolated minutiae. Testing should immerse the student in an historical context, involving them in literature, historical documents and lives of the people of an era. Activities should include debating, dramatizing and defending a point of view orally or in writing. Finding out how well students think will be as important as finding out what they know.

Too often the more complex thinking is not assessed. It is necessary for the higher level of thinking to be part of the social studies instruction. Critical thinking, creative thinking and problem solving, to be assessed, requires the teacher to use written and performance-based observation in order to be able to challenge the student and assess the student.

The Fivefold Model of Thinking indicates the thinking skills from simple to complex. The Levels of Thinking Chart give a brief definition of each level and a goal for each level. (See page 100.)

Two sample methods of assessment that help meet the need to assess the total students are:

1. An Oral History Project for 9th Graders

   To the student:

   > You must complete an oral history based on interviews and written sources and then present your finding orally in class. The choice of subject matter is up to you. Some examples of possible topics include: your family, running a small business, substance abuse, a labor union, teenage parents, and recent immigrants.
   >
   > 224 Create three workable hypotheses based on your preliminary investigations and four questions you will ask to test out each hypothesis. 225

Criteria for Evaluation of Oral History Project

To the teachers:

Did student investigate three hypotheses?
Did student describe at least one change over time?
Did student demonstrate that he or she had done background research?
Were the four people selected for the interviews appropriate sources?
Did student prepare at least four questions in advance, related to each hypothesis?
Were those questions leading or biased?
Were follow-up questions asked where possible, based on answers?
Did student note important differences between "fact" and "opinion" in answers?
Did student use evidence to prove the ultimate best hypothesis?
Did student exhibit organization in writing and presentation to class?

2. Portfolio Assessment

A portfolio is a collection of student work. Both the teacher and student judge the important evidence of student performance in essential skills and understanding. Portfolios provide documentation of the students' work and serves as a basis for evaluation. Documentation commits the teacher to deliberate collection; ensuring that there is an insightful record of each students' work in the major tasks of the class. The portfolio provides an efficient record of the students' growth and accomplishments. The portfolio is scored according to pre-established standards in a way that provides both validity and reliability. These standards may be established by the teacher, in collaboration with other teachers, and/or as a cooperative effort between the students and the teacher.

The portfolio does not contain all of the students' work. At times, explicit instructions are given to include the students' best works. This enables both the teacher and student to exert some judgment as to what is worth including in the portfolio. Portfolios often contain reflections and self-assessments by the student. A portfolio may also contain teacher-generated evidences concerning competencies that are not easily captured in reading, speaking, listening and/or group work.

Rather than comparing the work of students, one to another, portfolios are best evaluated with respect to the criteria of exemplary work. The aim is to design a scoring scale based on degrees of competence at the tasks. Low scores do not mean inferior work but work that is not yet mastered. An example of this type of scoring would be judging in diving or figure skating.

"Using portfolios as the primary evidence in evaluation sends a message now sadly absent: important tasks reoccur; they do not consist of one short test question where facts or strategies are memorized, then forgotten. Important intellectual tasks require thoughtful crafting, revision, and persistence, not mere 'plugging in' of canned formulas. Portfolio assessment is thus more likely to honor the aim of exemplary assessment program: the evaluation tasks should consist of the best instructional tasks."

Some types of work that maybe found in portfolios are:

a. typical work (as judged by the teacher)
b. several best efforts as judged by student with teacher input.
c. student reflections as to why each piece was selected.
d. peer reflections.

Some guidelines for works included in the portfolio are:

a. four pieces of individual work with interesting and challenging ideas and/or thinking represented.
b. One piece, at least, from a small group investigation - report should include problem, difficulties encountered, final conclusions.
c. One or two individual reflective or imaginative pieces.
d. One or two other pieces revealing or showing evidence of persistence.

A COMPARISON OF THREE TYPES OF ASSESSMENT

	OBJECTIVE		SUBJECTIVE	
	Advantages	Disadvantages	Advantages	Disadvantages
Paper & Pen	Broad sampling with many items per unit of time.	Technical to develop Time to develop Limited targets assessed	Thinking can be assessed Efficient to develop	Expertise needed to score Laborious to score Limited sample with few items per unit of time.
Performance Assessment	Assesses behavior/ product outcomes	Few targets translate into checklists	Assess process/ product outcomes Student raters become better performers	Expertise needed to score Rater training takes time
Personal Communication	Efficient, quick Can sample group achievement Follow-up points possible	Difficult to sample achievement of all individuals Recordkeeping difficult	Follow-up probes possible Personal contact valuable	Time for one on one Recordkeeping difficult

Other types of assessment include a group task and short answer type activities. Sample suggestions for these activities follow:

GROUP PERFORMANCE TASKS IN HISTORY-SOCIAL SCIENCE

A MODEL

The Group Task must:

1. be based in History-Social Science content.
2. require higher-order thinking skills
3. involve discussion and activities by groups.
4. include written exercises.

The ideal model has all four characteristics.

Sample Format

The Task

All students will have an ISSUE or a theme (CONTENT) for which they will offer a response or SOLUTION, using a HISTORICAL PERSPECTIVE, through a COLLABORATIVE PROCESS, that will be assessed COLLECTIVELY and will include some INDIVIDUAL writing.

The class will be divided into small groups to analyze primary and secondary source materials that reflect different points of view. After reading and discussing the documents, each group will decide on a position that it will share orally with the entire class. The evaluators and students will ask the small groups questions about their position.

Follow-up activities will include individual writing of a short memorandum or a paragraph and then a culminating activity. For this, students will respond to a specific prompt about the issue. In these writings, students will support or oppose a view expressed in the presentations or state a personal viewpoint that is substantiated with facts and examples drawn from their knowledge of history-social science and participation in the group task.

In some instances, instead of an essay, students can have the option of creating a drawing or cartoon to which they attach a brief explanation (one paragraph).

Group Performance Assessment Task

Explanation by Teacher to Students

Tomorrow we will participate as a class in a Group Performance Assessment Task. You will work in small groups of 5 or 6 persons. Each group will formulate a plan of action about a social or political issue and relate this suggested action to historical precedents.

The theme of this group task is:

Fast Lane to Better Citizenship — Making Decisions and Taking Action.

In preparation for this group task, you can think about what you have learned in your history-social science classes. You might ask yourself:

In what ways have citizens identified issues or problems that affected their lives?

What basis do citizens have for taking action on various issues?

What are some historical situations in which citizens banded together to solve a problem?

Who are some individuals who have taken stands on controversial issues?

What methods did they use? Where did they seek help--from the government, from private sources?

Tomorrow each small group will receive a folder containing several items about a general issue. Each group will discuss the materials, identify a specific problem, and design a plan of action about this issue to present to the entire group.

Fast Lane to Better Citizenship
Making Decisions and Taking Action

As an active, informed citizen, you regularly attend meetings of the Community Action League in your town to discuss political and social issues. The league has several subcommittees that decide which issues to bring before the entire group.

Included in the folder are some topics submitted to your subcommittee. The task of your group is to look at the items, decide what the overall and specific issues are, and plan a course of action to present to the general meeting.

The issue that your subcommittee identifies can be either hypothetical or real but must relate to the general topic that the items have in common.

Your subcommittee's presentation to the entire group should include:

1. Brief identification of the main issue.
2. Statement of the specific problem in one sentence.
3. A plan of action.

Some questions that your presentation should answer are:

*What is the problem or issue?

*What gives you the power or right to take a stand on this issue, i.e., constitution, statute, Bill of Rights, ordinance?

*What solution do you advocate? Why?

*From your history-social science studies, what historical precedents or connections can you cite to support the action that you advocate?

*What different perspectives have you found on this issue?

*What levels of government or avenues of redress are available for this issue?

*Which levels or avenues have you chosen and why?

Group Performance Task
SCORING FORM

	POINTS:	COMMENTS:
1. Group and Collaborative Learning (20 points)		
Adherence to task, degree of involvement in the task; attention to reading data; willingness to listen to the differing views	_____	____________________ ____________________
Degree to which members of the group extract, express, and share ideas and opinions		____________________ ____________________
2. Critical Thinking (30 points)		
Degree to which students...		
Define and clarify problems	_____	____________________
Judge information related to the problems		____________________
Solve problem and draw conclusions based on date within a historical context		
Develop ideas and grasp an understanding of the consequences of their position		____________________ ____________________
3. Communication of Ideas (20 points)		
Degree to which students take a clear position and support it with evidence in an organized and persuasive manner.	_____	____________________ ____________________
4. Knowledge and Use of History (30 points)		
Degree to which students demonstrate knowledge and understanding of facts, issues, concepts, and relationships.	_____	____________________ ____________________
Degree to which students use the provided documents and other historical information to solve the problem or support a point of view.		____________________ ____________________
Ability to use relevant historical date to answer questions.		____________________

TOTAL POINTS	1	2	3	4	5
	(0-20)	(21-40)	(41-60)	(61-80)	(81-100)

1=minimal
2=rudimentary
3=commendable
4=superior
5=exceptional

Grade 11 History-Social Studies

Short-Answer Topics

The short-answer question is designed to be limited in scope. It calls for precise and definite information.

Typical questions may involve the interpretation of political cartoon, historical passages, or quotations. Short-answer topics may include such statements as:

What arguments would you use to support...
Describe the immediate effects of...
Explain how the use of ________led to ______...
In what way was a particular event related to ___________...

The short answer can be given in several well-constructed paragraphs. On the Spring 1990 field test, students had 12 to 15 minutes for each of two short-answer questions.

*The last three items give two sample assessment planning charts and a generic chart that can be copied and used by teachers in their lesson planning.

ASSESSMENT PLANNING CHART

GRADE LEVEL Junior High SUBJECT Social Studies TOPIC Electoral College

	ORAL	TEST
RECALL	What is the electoral college?	As a member of the electoral college, you must vote: (a) according to your own judgment (b) as your constituency voted (c) as the party tells you (d) only if you wish to do so
ANALYSIS	How does the electoral college work? OR What are the basic parts of the electoral college?	Analyze the steps in the presidential election process showing where the electoral college comes into play.
COMPARISON	How do the social conditions that existed when the electoral college was formed differ from conditions now?	What is meant by the election theme "one person, one vote" and how does that relate to the electoral college?
INFERENCE	If you were a presidential candidate elected by popular vote, could you still lose the election? If so, how?	In which state is the electorate likely to oppose the use of the electoral college? (a) California (b) Illinois (c) North Dakota
EVALUATION	Should the electoral college be abolished? Why or why not?	What is the major advantage of the electoral college in your opinion and why?

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ASSESSMENT PLANNING CHART

GRADE LEVEL High School
SUBJECT Social Studies
TOPIC Branches of Government

	ORAL	TEST
RECALL	Who's in charge of the executive branch of government? Judicial branch? Legislature?	
ANALYSIS		What are the parts of our federal legislative branch of government?
COMPARISON	In America we have Congress. In Canada their legislature is called Parliament. How do they differ in structure? OR Compare the structure of federal government with the structure of your state government.	
INFERENCE		You've decided motorcycles cause too many accidents. You'd like them banned from federally funded highways. To which government branch would you first appeal? (a) executive (b) judicial (c) legislative
EVALUATION	Which branch of the government is most important? Why?	

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ASSESSMENT PLANNING CHART

GRADE LEVEL____________________ SUBJECT__Generic Chart________ TOPIC________________

	ORAL	TEST
RECALL	What is ________________________?	What is the best definition for the term ______________________? (a) (b) (c)
ANALYSIS	What are the parts of ________________?	What are the basic elements (ingredients) of ______________________________?
COMPARISON	Compare the _____________to____________.	What is the major difference between ________________and________________? (a) (b) (c)
INFERENCE	What do you think would happen if ______________________________?	Which of the following is a likely result of ______________________________? (a) (b) (c)
EVALUATION	In your opinion, what is the best solution to the problem of ____________________? Why is this best?	People disagree about whether or not to ______________________________. Which side are you on and why?

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Portland, Oregon

SOURCES

Social Education, "Testing and Evaluation of Social Studies Students", Sept. 1991

Wiggins, Grant, "Portfolio-based Assessment: Considerations and Examples"

Case Studies in Effective School Research, National Center for Effective Schools, 1990

California Assessment Program

Gregorc, Dr. Anthony, "Assessment Which Targets Students Learning Styles"

X. Course of Study - Skill Charts - Time Frame

Statement of Ethical Principles - Responsibilities of Social Studies Teachers [1]

Principle One: It is the ethical responsibility of social studies professionals to set forth, maintain, model and safeguard standards of instructional competence suited to the achievement of the broad goals of the social studies.

Principle Two: It is the ethical responsibility of social studies professionals to provide to every student, insofar as possible, the knowledge, skills, and attitudes necessary to function as an effective citizen.

Principle Three: It is the ethical responsibility of social studies professionals to foster the understanding and to encourage the use of the rights guaranteed to all citizens under the Constitution of the United States and of the responsibilities implicit in those rights.

Principle Four: It is the ethical responsibility of social studies professionals to cultivate and maintain an instructional environment in which the free contest of ideas is prized.

Principle Five: It is the ethical responsibility of social studies professionals to adhere to the highest standards of scholarship in the development, production, distribution, or use of social studies materials.

Principle Six: It is the ethical responsibility of social studies professionals to concern themselves with the conditions of the school and community with which they are associated.

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[1] Developed by the National Council for the Social Studies

X. Course of Study - Skills Charts - Time Frame

Each course of study includes a brief description of the subject areas, the name of the textbook, and at the high school level, the IBM course number.

The major topics column contains a very brief listing of content for that particular unit or theme.

The middle column contains the major course objectives that will be taught with the unit. All 17 of the exit outcomes will, at some point, appear in each course during the semester/year.

Indicators of success are the ideas that the students are expected to learn at the conclusion of the theme or unit. It is expected that major assessments of the learners will come from the indicator of success column.

The fold-out section for each unit has listed some of the skills the learners are required to learn.

The last column lists some of the materials that will be used to enhance the learning.

In the upper-right-hand cover of the skills chart is the approximate amount of time the teachers have indicated the unit or theme will require. It is entirely possible that the unit or theme may exceed the stated time. The total course of study represents 70% of the class time for each course of study for the social studies curriculum. The remaining 30% allows flexibility for the teacher. At times, the social studies teacher may wish to go into greater depth on a particular topic because of student and/or teacher interest. Current events may dictate the need to spend additional time on what is happening in the world.

The time allocation is important to follow in order to ensure adequate coverage of the course of study. The Modern World History course at the high school level must limit the time devoted to the ancient and medieval eras in order to allow for an in depth study of the 20th century.

One of the major goals of the social studies curriculum is to have, as much as possible, equal representation of each topic in each school. Therefore, it is essential that the curriculum be monitored with respect to amount of time spent per topic. This does not mean that each teacher has to be on the same topic at the same time.

The seven major themes or strands of the Warren Township Social Studies curriculum, beginning with kindergarten and going through the 12th grade, should prepare the learner to become an active, informed, and positive contributor to his or her community and society.

Course Title: SOCIAL STUDIES - KINDERGARTEN

Course Description: Investigation of self, family, home, school, and neighborhood; the ways people similarly or differently live and work together around the world. "A child is a candle to be lit, not a cup to be filled". This is a developmentally appropriate kindergarten program which nurtures the whole child and fosters a disposition for learning. This is most effectively done by integrating social studies with all the other disciplines such as Language Arts, Math, Music, Art, and Science.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
I. Self	1. Explain what we mean when we exhibit patriotism and citizenship. 13. Establish an awareness of current issues and events and their relationship to individuals, communities and nations. 15. Pursue active civic responsibility. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 4. Compare and contrast different governments/cultures/values and beliefs.	a. Assess the similarities and differences that they and others have that make them unique individuals. b. Identify actions or feelings of others that are similar to or different from one's own. c. Display an appropriate behavior for the Pledge of Allegiance and the National Anthem. d. Recite the Pledge of Allegiance. e. Describe a family event that is important to them such as a new tooth, new baby in the family, a death. f. Exercise responsibility for personal safety, such as talking to strangers and latch key. g. Observe and practice customs or celebrate holidays of various cultures or ethnic groups. h. Compare and contrast similarities and differences in other cultures in the world.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
I. Self (continued)	9. Develop higher level thinking skills.	i. Explain how they solve problems by generating solutions. j. Identify, explain and relate responsible actions in themselves and others. k. Compare and contrast patterns and relationships in words, shapes, and objects. l. Interpret and assess first-hand cultural experiences by drawing and painting pictures of things, places, people, and stories. m. Explain what we mean by positive self-identity for one's self and one's culture.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ________
or
Approximate amount of class time 5 min. per day per topic

GRADE LEVEL: Kindergarten

UNIT OR TOPIC: Self

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Analyzing Comparisons 1. What makes me like you? 2. What makes me different from you?	Films: What Color Is Skin 0540 Most Important Person Series 1900 - 1905 What Makes Me Different 0541 Is It Ok To Be Me 0539
C. Graphic Interpretation: Interpreting Photos and Fine Art 1. How are people alike? 2. In what ways are we different?	- Look at each other use photos - Look through various issues of National Geographic magazines
D. Communication & Research Skills: Organizing and Expressing Ideas in Written Form 1. Draw picture of self. 2. List ten things that you really like.	Paper, crayons or other art materials
E. Other Social Studies Skills: Seeing Other's Points of View and Viewpoints 1. How are our feelings different from other people's feelings and viewpoints?	Discussion: assorted literature Film - Our Feeling's Affect Each Other 1637

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Kindergarten

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
II. Family and Home	11. Illustrate role and interaction of individual, family, social, political and economic groups. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 10. Apply knowledge to solve problems through use of appropriate research. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 7. Explain essential characteristics of local, state, and national government. 16. Evaluate positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. List family members and describe family relationships and roles. b. Share important family events with the class. c. Understand how people come from many different backgrounds. d. Identify similarities/differences in families in places around the world. e. Describe how the family obtains food, clothing, and shelter. f. Understand how people live and work together cooperatively. g. Describe rules in their families. h. Identify rules that exist at home. i. Develop reasons for specific rules. j. Work together to find solutions to home problems. k. Participate and work cooperatively in planning an event by suggesting things that will be needed, tasks that will have to be done, etc.

Kindergarten

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
II. Family and Home (cont.)		l. Describe the economic and other activities that family members do together. - learn that goods satisfy economic wants - describe how family members and friends provide for each other's needs for love and respect - discover the meaning of economic scarcity - understand everyone has economic wants
		m. Understand the concept of family as a community that lives together cooperatively.
		n. Look at examples of conflict between families who have solved their problems with each other.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ________
or
Approximate amount of class time 5 min per day per topic

GRADE LEVEL OR SUBJECT: Kindergarten

UNIT OR TOPIC: Family and Home

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Formulate Hypothesis All families are different.	Discussion Graphing (number of people in each family) Photos of families Draw picture of family
C. Graphic Interpretation: Use graphs we made for family members	Graphs children made
D. Communication & Research Skills: Building Vocabulary Introducing words such as mother, father, brother, sister, etc. also youngest, oldest, etc.	Books
E. Other Social Studies Skills: Interpreting Primary Sources 1. Describe how the family obtains food, clothing, and shelter.	Discussion

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
III. School	3. Develop basic geographic literacy. 6. Examine the role of famous people in history from various ethnic groups. 2. Demonstrate knowledge of how our nation began.	a. Distinguish between a flat map and a globe. b. Describe plants, animals, land and water features that are similar. c. Explain why all people need food, shelter and clothing. d. Describe customs, holidays, and celebrations of various cultures in the United States. e. Identify types of food, shelter, and clothing used by people in different places and suggest reasons for differences. f. Be introduced to pictures of some famous minority and majority men and women for example: George Washington, Abraham Lincoln, Jane Addams, Martin Luther King, current president. g. Identify the contributions that made various men and women famous.

Kindergarten

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
III. School (cont.)	8. Understand Social Studies terms/concepts.	h. Identify and describe the school and places in the community by drawing pictures and naming people, places, and things; telling stories.
	1. Explain what we mean when we exhibit patriotism and citizenship.	i. Introduce terms related to location, direction, and distance to find people and things within the classroom.
		j. Use symbols to represent objects, features, or places. Example: make three-dimensional models with milk cartons and blocks for houses, strips of tape for streets, "Me Maps."
		k. Use terms to describe relative size and shape of things and places; such as big, little, large, small, round, square, box shape, ball shape.
		l. Adopt accepted classroom rules.
		m. Develop an ethnic distribution map showing where various ethnic groups have settled locally, state-wide and nationally.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ________
or
Approximate amount of class time 5 min. per day per topic

GRADE LEVEL: Kindergarten

UNIT OR TOPIC: School

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locating Places on Maps 1. Where is the United States? 2. Where is Indiana? 3. Where is our country? 4. Where is our community? 5. Where is our neighborhood?	Flat maps and globes
B. Critical Thinking Skills: 1. Making Decisions 2. Assessing Cause and Effect a. How do the decisions you make affect your day?	Evaluate classroom rules Discussion
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Making Oral Reports a. What other schools have you attended? (Sunday school, pre-school, schools in other countries)	Discussion Pictures Films of children in other countries
E. Other Social Studies Skills: 1. Develop a Sense of Chronology a. Ask questions about what we do before we come to school, what we do at school, and what we do after school.	Discussion

Kindergarten

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Developmentally Appropriate Learner Outcomes
IV. Community	15. Pursue active civic responsibility. 9. Develop higher level thinking skills.	a. Identify community helpers from various ethnic and racial groups, such as firefighter, librarian, police officer, mail carrier, nurse, teacher, dentist, bus driver. b. Identify the role of each community helper listed above. c. Familiarize themselves with their school and school personnel and define their role in the school setting. d. Explore how seasonal changes affect the environment of the school and community. e. Become sensitive and appreciative of the uniqueness of various cultures and their contributions to society.

OUTLINE OF SOCIAL STUDIES FORM

Approximate # of hours spent ________
or
Approximate # of class time 5 min. per day per topic

GRADE LEVEL: Kindergarten

UNIT OR TOPIC: Community

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: 1. Forming Conclusions a. Who are some of our helpers in the community? b. How do they help? c. Compare these helpers.	Films: Community Helpers: Overview 0569, Community Helpers: Medical & Health Workers 1275 Community Helpers: Firefighters 0568
C. Graphic Interpretation: Make a mural of hospital visit.	Paper, crayons, etc.
D. Communication & Research Skills: 1. Gathering Information a. What do we see when we go the hospital?	Visit St. Francis Hospital
E. Other Social Studies Skills: 1. Understanding and Assessing Stereotypes a. Community helpers help us and we should not be afraid of them.	Visiting hospital Local Fire Prevention Program: Survive Alive House

Course Title: Social Studies - Grade 1

Course Description: Investigation of self, family, home, school, and neighborhood; the ways people live similarly or differently around the world.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Self	1. Explain what we mean when we exhibit patriotism and citizenship. 13. Establish an awareness of current issues and events and their relationship to individuals, communities and nations.	a. Identify the rights and responsibilities of the individual. b. Practice individual responsibilities, such as room duties, home duties. c. Develop an understanding of and display appropriate behavior for the Pledge of Allegiance. d. Recite the Pledge of Allegiance. e. Place events in their lives in sequence. f. Discuss the colors of the American flag and what they symbolize. g. Show the flags of other countries that are also red, white and blue.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ________
or
Approximate amount of class time 7 min. per day per topic

GRADE LEVEL OR SUBJECT: First

UNIT OR TOPIC: Self

TEXT: Living in Families
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Making Generalizations - We are all different and unique individuals. Why? How?	Films: The Most Important Person 1900-1949 Is It Ok To Be Me? 0539 What Color Is Skin? 0540 What Makes Me Different? 0541
C. Graphic Interpretation: Interpreting Photos & Fine Art How are we alike? How are we different?	Pictures of self Pictures of people of various racial and ethnic groups
D. Communication & Research Skills: Organizing & Expressing Ideas in Written Form - Draw a picture of self and write about self.	Art supplies

Over

Self - First Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
E. Other Social Studies Skills:	
Seeing Other's Points of View - How are our feelings different?	Discussion Film: Our Feelings Affect Each Other 1637
Developing A Sense of Chronology - When was I born?	Make a picture timeline of life

Grade 1

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Families and Neighborhoods	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Give examples of items that come from other countries.
		b. Compare and contrast religious beliefs/various cultures of students in the classroom and people in the community.
	4. Compare and contrast different governments/cultures/values and beliefs.	c. Describe family, community, and various national holidays and celebrations of others in our community.
		d. Describe a custom or practice of the past and compare and contrast with the customs of various groups within the local community.
		e. Explore a custom or a holiday of another country.
		f. Explore a religious holiday from various religions, such as Hanukkah, Yom Kippur.
		g. Recognize and understand students who do not participate in religious and national holidays because of their beliefs.

Grade 1

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
A. Families and Neighborhoods (continued)	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 9. Develop higher level thinking skills.	a. Identify some of the ways that people spend money and suggest reasons why people save money. b. Suggest reasons it is not possible for people to have all the things that they want (scarcity). c. Compare and contrast bartering/U.S. money. d. Learn what markets are; list the different types of food, clothing, and shelter that various people enjoy. e. Explain why prices are important and how they are determined. f. Compare and contrast the food, clothing, and shelter of their families and neighborhoods with those in other parts of the world. g. Explore the basic needs and wants of various people.
B. Families and Neighborhoods	16. Encourage positive human interaction with the environment. 15. Pursue active civic responsibility. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 7. Explain essential characteristics of home and local government.	a. Identify rules that exist in the family, classroom, and school and explain their purposes. b. Predict the consequences of fulfilling or not fulfilling responsibility to legitimate authority: home, school, community, state and nation. c. Explore the ways that people from various cultures obtain shelter, food, clothing, recreation, transportation. d. Give examples of how students and various types of families acquire money directly through work or through other means, such as allowances.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time 7 min. per day per topic

GRADE LEVEL OR SUBJECT: First

UNIT OR TOPIC: Family & Neighborhood

TEXT: Living in Families
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Forming Conclusions - What are some ways families are different?	Graph number of people in each Family Family pictures
C. Graphic Interpretation: Using Graph of Family	Graph of people in family Discussion
D. Communication & Research Skills: Building Vocabulary - mother, father, youngest, oldest	Write about own family Literature books

Over

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
E. Other Social Studies Skills: Interpreting Primary Sources - How do we get our food, clothing, and shelter?	Discussion Literature books Use of National Geographic magazines

Grade 1

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Schools and Neighborhoods	1. Explain what we mean when we exhibit patriotism and citizenship. 13. Establish an awareness of current issues and events and their relationship to individuals, communities and nations. 10. Apply knowledge to solve problems. 9. Develop higher level thinking skills.	a. Demonstrate respect for others' rights in school and classroom activities. b. Differentiate between items that they do and do not own. c. Explore ways to be a participating citizen by cleaning restroom, lunchroom, classroom. d. Place school day events in sequence. e. Utilize and contribute to a class/multi-ethnic calendar. f. Tell about a current event that occurred in the family, school, or community and discuss why it occurred.
Schools and Neighborhoods (continued)	11. Appreciate role and interaction of individuals from various groups. 17. Analyze conflict and cooperation. 3. Develop basic geographic literacy. 8. Understand Social Studies terms/concepts.	a. Work together in groups to identify problems and suggest alternatives for resolving problems and conflicts. b. Interpret and discuss firsthand experiences by drawing and painting pictures of things, places, people, and stories. c. Create concrete models of real objects and places; compare/contrast their interpretations with classmates. d. Explain why symbols are useful for conveying information. (traffic signs, student symbols, buildings, parks, and flags) e. Identify a globe as a model of the earth. f. Distinguish land and water on globes and maps. g. Give examples of global changes that impact on the world as a whole.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ________
or
Approximate amount of class time 7 min. per day per topic

GRADE LEVEL: First

UNIT OR TOPIC: Schools and Neighborhoods

TEXT: Living in Families
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using Information from Maps - Where is your desk?	Make a map of the room
B. Critical Thinking Skills: Making Decisions - How do the decisions you make affect your day? Assessing Cause & Effect - What happens when a rule is broken?	Establish classroom rules Discussion
C. Graphic Interpretation:	
D. Communication & Research Skills: Locating & Gathering Information - What have been your past school experiences? (Sunday school, Kindergarten) How is the pen pal's school like ours?	Discussion Pictures Pen pals

Over

Schools & Neighborhoods - First Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
E. Other Social Studies Skills: Seeing Other's Points of View - How is your class different than the class next door?	Discussion

Course Title: Social Studies - Grade 2 Time: A school year.

Course Description: School neighborhoods and neighborhoods in other countries; how local communities help to meet human needs.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. School	16. Encourage positive human interaction with the environment.	a. Discuss notable changes in the school, including changes in teachers, students, textbooks, and activities. (S)
II. Neighborhoods		
III. Communities	9. Develop higher level thinking skills.	b. Predict changes that might take place in the school and neighborhood in the future. (S, N)
	15. Pursue active civic responsibility.	c. Identify the need for rules (family, classroom, school, and games. (*)
		d. Identify the sources of authority for those who make laws and rules at home and in school. (*)
		e. Explain what we mean by equality of treatment, of opportunity, and of achievement for all citizens. (*)

EXPLANATION KEY

S = School

N = Neighborhood

C = Community

* = School, Neighborhood, and Community

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 days
or
Approximate amount of class time ________

GRADE LEVEL OR SUBJECT: Second

UNIT OR TOPIC: Schools/Location

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Drawing Conclusions From A Map Make a map of the playground using symbols to identify equipment and areas where the children may walk or run.	Textbook, various films and other visuals
B. **Critical Thinking Skills:** Drawing Inferences Why can't you run in the area where the equipment is located?	
C. **Graphic Interpretation:**	
D. **Communication & Research Skills:** Locating and Gathering Information Take a walking tour of the school and playground.	
E. **Other Social Studies Skills:**	

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Schools II. Neighborhoods III. Communities (Continued)	7. Explain essential characteristics of local, state, and national government. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individuals, family, social, political, and economic groups. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.	f. Give examples of how rules and laws can be made and changed by voting. (*) g. Compose a set of classroom rules that can be voted on by the class. (S) h. Show how the right to vote has been treated and interpreted in various parts of the country at various times in the history of our nation. (*) i. Give examples of ways we get news about events, such as television, radio, newspaper, public announcements. (*) j. Create a newspaper article file about various cultural groups. (*)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hour spent 5 days
or
Approximate amount of class time ________

GRADE LEVEL OR SUBJECT: Second

UNIT OR TOPIC: School/Rules

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Textbook, films, and various other visuals
B. Critical Thinking Skills: Making Decisions The children will brainstorm their own list of classroom rules. The class will discuss and decide which rules they wish to adopt.	
C. Graphic Interpretation: Using Graphs Children will vote on rules, children will make a graph to show the results of the voting.	
D. Communication & Research Skills: Debating and Oral Reports Children will tell why they think it is important to walk down the hall quietly.	
E. Other Social Studies Skills: Seeing Other's Points of View Recognizing Values Childrem will listen to others talk about their opinion on a given rule and realize the value of different opinions.	Men and women from various racial and ethnic groups will be invited to speak in the classroom about rules and values.

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. School II. Neighborhoods III. Communities (Continued)	10. Apply knowledge to solve problems through use of appropriate research. 9. Develop higher level thinking skills. 17. Analyze conflict and cooperation. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	k. Gather and organize information related to current class, school, or community problems. (*) l. Create possible solutions to problems and the consequences of proposed solutions. (*) m. Identify people of different ages and backgrounds in their neighborhoods, such as people who are children, grownups, senior citizens/people who do different jobs, speak different languages. (N) n. Share the culture and traditions of their families, such as foods, holidays, languages, family customs. (S) o. Explore the culture and traditions of ethnic groups in the community through visits from community members, field trips, cultural fairs. (C)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 days
or
Approximate amount of class time ________

GRADE LEVEL OR SUBJECT: Second Grade

UNIT OR TOPIC: Schools/Interdependence

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Synthesizing Cause & Effect Brainstorm a list of actual occupations at our schools. Classify how each person depends on each worker.	Film: Helpers At Our School 0507
C. Graphic Interpretation: Using Charts Make a chart to show how the cleanliness of the school depends on various people.	
D. Communication & Research Skills: Building Vocabulary Children will make a pictionary containing words that pertain to school workers such as custodian, principal, librarian.	Textbook, films, and various other videos
E. Other Social Studies Skills:	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. School II. Neighborhoods III. Communities (Continued)	4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	p. List ways their neighborhood is similar and different from other neighborhoods in the community, such as services, language, religion, ethnicity. (*) q. Classify ways in which people depend on each other in the community, such as for food, water, protection, education. (C) r. List ways family and community members depend on people outside of the community. (C) s. Show on a map how communities are linked together by modes of transportation and communication. (C) t. Compare and contrast the ways community members depend on each other in other parts of the world. (C) u. Identify men and women who provide goods and services to the community, such as school workers, firefighters, police officers, doctors, factory workers, storekeepers, farmers, etc. (C or *) v. Explore the education or training needed for a job or profession. (*) w. Give examples of how people earn income, such as wages, salary, rent, profit. Show income differences by sex, race, and education. (C) x. Explain how family members use their income. (C) y. Identify family members who are producers, consumers, and both producers and consumers. (C)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 days
or
Approximate amount of class time _______

GRADE LEVEL OF SUBJECT: Second

UNIT OR TOPIC: Community/Interdependency

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Predicting Effects and Cause & Effect Formulate hypothesis - What would happen if the mail carrier went on strike?	
C. Graphic Interpretation: Interpreting Photographs Show pictures of various community workers. Children will interpret the picture and discuss the worker's job.	Film - Everyone Helps in a Community

Community/Interdependency - Second Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. Communication & Research Skills: Develop Reading Comprehension - After reading about community workers, make mobiles that show men and women who provide goods or services.	Films: Community Helpers - Firefighters 0568 Community Helpers - Medical Health Workers 1275 Community Helpers - Overview 0569 Community Helpers - Police Officers 1276 Community Workers - Utility Workers 0570
E. Other Social Studies Skills: Developing a Sense of Chronology Make a sequence picture that shows the chronological order of produce from the farm to the home.	Show a graph showing the chronology of the numbers of men and women entering the workforce.

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. Schools II. Neighborhoods III. Communities (Continued)	8. Understand Social Studies terms/concepts. 3. Develop basic geographic literacy. 9. Develop higher level thinking skills.	z. Explain how natural and other resources are used to satisfy the economic wants of people of different cultures. (*) aa. Give examples of how people make choices about using goods, services, and resources. (Since resources, goods, and services are limited, people must make decisions about what they will buy, make, or do for themselves and what things they will do without. (*) bb. Use the cardinal directions (N, S, E, W) to locate things outdoors, in the classroom, school, neighborhood or home. (*) cc. Make simple maps of the school or neighborhood, using symbols to represent objects, features, or places. (*) dd. Locate places in the neighborhood and outside the neighborhood on community maps. (C, N) ee. Use symbols to identify local landforms and bodies of water. ff. Compare and contrast life in cities, towns, suburbs, and farms. gg. Locate oceans, continents, mountains, islands, and lakes on maps and globes. hh. Compare maps and globes and describe similarities and differences. ii. Make simple maps of the classroom and school. (S)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 2 weeks
or
Approximate amount of class time ________

GRADE LEVEL OR SUBJECT: Second

UNIT OR TOPIC: Neighborhoods/Groups

TEXT: Living in Communities
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locating Places on a Map 2. Using Information from a Map 3. Making Inferences from a Map Using a map of their neighborhood, the children will interpret location of fire stations, schools, parks, hospitals, libraries, rivers, and mountains. The child will locate their street and determine if the street runs N., S., E., or W.	Computer - Take Me North Winnie The Pooh in the Hundred Acre Wood Films - Map, Where Am I 0559 or vo559 Maps Are Fun 0219
B. Critical Thinking Skills: Analyzing Comparisons Discuss how your neighborhood is different from another neighborhood. Make a list of the things (buildings and services) that are found in your neighborhood.	Computer - Your Community Identify a color-coded ethnic distribution map of your community, county, or state
C. Graphic Interpretation: Using a Graph (Interpretation) Make a graph that shows where the children live. (Ex. number of children that live in apartments, houses, trailers)	

Grade 2

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Schools II. Neighborhoods III. Communities (Continued) Indicators of Success (Continued) tt. Visit historic buildings in the community and describe how these buildings are different from more modern buildings. uu. Examine pictures and photographs of the neighborhood and community in the past and discuss differences in clothing, cars, lifestyles, and ethnicity. (N, C) vv. Identify men and women and present significance to the community and nation. (C)	15. Pursue active civic responsibility. 1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 6. Examine the role of famous men and women in history from various ethnic groups.	jj. Develop an ethnic distribution map. kk. Using simple graphs, the students will compare/contrast their interpretation of information. ll. Identify some of the rights that people have, such as the right to privacy and to have personal belongings, freedom of speech, freedom of religion, freedom of ethnic identity, and freedom to speak another language. mm. Suggest some of the responsibilities that accompany these rights. nn. Identify school, family, and community leaders and give examples of the qualities that a leader should have. (*) oo. Discuss the responsibilities, privileges, and limitations that leaders have. (*) pp. Make inferences about the costs and benefits of accepting responsibility. qq. Suggest ways children can participate responsibly in community life. (C) rr. Do a simple school survey to identify a common problem and attempt to reach a classroom consensus about a possible solution. (S) ss. Participate in group work to identify, select, and defend alternative ways of meeting needs and interests.

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Neighborhoods/Groups - Second Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. Communication & Research Skills: Write about "Why it is enjoyable to live in each type of housing." (Ex. I like living in a trailer because ____________.)	
E. Other Social Studies Skills: Detecting Stereotypes Do all Indians live in teepees? This question will lead to the discussion that not all of any one culture lives in one style of home.	Computer - Indians Computer Kit - Indians Silver Burdett-Garden Gates My Pueblo Home Use a map showing the original location of various Indian groups in the United States before they were conquered.

Course Title: Social Studies Grade 3

Course Description: Communities

Major Topics
(Instructional Content)

I. Students will learn about various communities:
   - A. Family Community
   - B. School Community
   - C. Farm Community
   - D. City Community
   - E. Our Country's Capital
   - F. Foreign and Minority Communities

Exit Outcomes
(Course Objectives)

2. Demonstrate knowledge of how our community/our state/our nation began.

4. Compare and contrast different governments/cultures/values and beliefs.

8. Understand Social Studies terms/concepts.

9. Develop higher level thinking skills.

11. Appreciate role and interaction of various individual family, social, political and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.

Indicators of Success
(Learner Outcome Statements)

a. Compare and contrast various community settings, noting significant similarities and differences.

b. Examine and identify elements that comprise a specific community or ethnic group.

c. Develop insight into religious and/or cultural values and standards within the community.

d. Clarify and analyze the meanings of terms and concepts related to community life.

e. Recognize a need to understand and evaluate their role as a model community citizen.

f. Explore implications and consequences of current events and issues as they relate to their specific community.

g. Develop their perspective by exploring beliefs, customs, and assumptions of various multicultural societies in respect to their community.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 + periods
or
Approximate amount of class time 35 min.

GRADE LEVEL OR SUBJECT: Third

UNIT OR TOPIC: Family Community

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Resource People Text (Mental Health) Just Say No - game
B. Critical Thinking Skills: 1. Making Decisions 2. Assessing Cause & Effect 3. Recognizing Values	Film: Death: How Can You Live With It? 1054
C. Graphic Interpretation: 1. Interpret From Photos	
D. Communication & Research Skills: 1. Organize and Express Ideas 2. Debating Issues	
E. Other Social Studies Skills 1. Detecting Stereotypes 2. Seeing Other's Points of View	

Grade 3

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. A. Family As a Community	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Recognize the importance of all family members and their contributions within the family as a cooperative unit. b. Develop and respect each family member and his/her responsibility to family and the community.
I. B. School As a Community	15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	a. Recognize and apply the need for rules in the classroom and in the school setting (rules, roles, responsibilites.) b. Recognize the importance of cooperating within a school setting.
I. C. Farm Community	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 16. Encourage positive human interaction with the environment.	a. Examine the importance of various responsibilities in a farm setting. b. Analyze the effects of climatic conditions on farm life and their consequences. c. Analyze the economic impact and its effect upon the farming community. d. Develop insight into the interdependency of the farming community as producers and consumers. e. Examine the contribution of migrant workers to farm ing and to agriculture as a whole.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 10 periods
or
Approximate amount of class time 35 min.

GRADE LEVEL: Third

UNIT OR TOPIC: School Community

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Grandparents
B. Critical Thinking Skills: 1. Predicting Effects 2. Making Decisions 3. Assessing Cause & Effect 4. Recognizing Values 5. Forming Conclusions	
C. Graphic Interpretation: Using Charts	
D. Communication & Research Skills: 1. Develop Vocabulary 2. Organize and Express Ideas in Written Form 3. Debate Issues	
E. Other Social Studies Skills: Seeing Other's Points of View	Film: School Bus Safety and Courtesy 1310

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 5 + periods
or
Approximate amount of class time 35 min.

GRADE LEVEL OR SUBJECT: Third

UNIT OR TOPIC: Farm Community

TEXT: Comparing Communities, People in Time and Places
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locating Places Using Information 1. Drawing Conclusions 2. Making Generalizations 3. Summarizing 4. Making Inferences	maps, atlas, weather instruments
B. Critical Thinking Skills: 1. Analyzing and Comparing Information 2. Assessing Cause and Effect 3. Predicting Effect 4. Summarizing	
C. Graphic Interpretation: Using Charts, Graphs, and Tables	
D. Communication & Research Skills: Building Vocabulary	Film: Farming

Grade 3

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. D. City Community		a. Explore and develop insight to the necessity of urban development.
		b. Be able to identify and understand the major services available and their importance to urban life.
		c. Recognize the importance of taxation as it relates to the availability of city services.
		d. Be able to examine the various career opportunities in an urban setting and their economic impact on the community.
		e. Identify and compare and contrast the cultures within a given urban society.
I. E. Our Country's Capital		a. Label and locate Washington, D.C., on a United States map.
		b. Identify and describe the three branches of the U.S. government.
		c. Identify and name the President of the United States and the senators from their states.
		d. Describe the major historical landmarks of the U.S. Capital.
		e. Interpret the sequence of events in a timeline in relation to the growth of our nation's capital.
		f. Discuss the architect who planned Washington, D.C.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 15 + periods
or
Approximate amount of class time 35 min.

GRADE LEVEL OR SUBJECT: Third

UNIT OR TOPIC: City Community

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

SKILLS USED	**SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.**
A. Map Skills: **All Six Skills**	**computer, pictures, maps, resource people, newspaper, reference materials, library**
B. Critical Thinking Skills: **All Thirteen Skills**	
C. Graphic Interpretation: **1. Interpret Photos** **2. Use charts, Graphs, Tables**	
D. Communication & Research Skills: **All Six Skills**	
332 **E. Other Social Studies Skills:** **1. Detecting Stereotypes** **2. Seeing Other's Points of View** **3. Fact vs. Opinion**	**Computer Program: Your Community** **307YO** 333

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent grade period
or
GRADE LEVEL OR SUBJECT: Third
Approximate amount of class time 35 min.

UNIT OR TOPIC: Our Country's Capital

TEXT: Comparing Communities, People in Time and Places
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE VISUALS, ETC.
A. Map Skills: Locate On Map	Newspaper, national symbols, map, graphs, charts, Constitution, calendar, register tape (timeline) films & filmstrips computer
B. Critical Thinking Skills: 1. Identify and Describe 2. Synthesizing Information 3. Recognizing Values	Constitution Declaration of Independence (posters)
C. Graphic Interpretation: 1. Interpreting Photos, Fine Art 2. Using Charts, Tables 3. Graphs 4. Synthesizing Information	Films, calendar, timeline
D. Communication & Research Skills: 1. Locating & Gathering Information 2. Making Reports 3. Building Vocabulary 4. Using References 5. Organizing & Expressing in Written Form	Library Films: Our Flag 0033 Our American Heritage 1049 Our Country's Song 0251 Statue of Liberty 0114 Computer Program: Timeliner 529 Ti
E. Other Social Studies Skills: Developing Sense of Chronology	Timeline

Grade 3

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. F. Foreign Community (specific city)	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Locate and label the given foreign community on an appropriate map. b. Examine the form of government of the given foreign city. c. Describe the city and government planning the given foreign community and the resulting services provided, related to his/her community. d. Explore the various careers available in a given foreign community and compare and contrast. e. Describe the diversity of the given foreign city's population and cultures, including holidays, customs and/or religious values. f. Examine the contributions of various racial and ethnic groups to the development of the community and the country. g. Identify the major historical landmarks of the given foreign community.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 20 periods
or
Approximate amount of class time 35 min.

GRADE LEVEL OR SUBJECT: Third

UNIT OR TOPIC: Foreign Community

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

SKILLS USED	**SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.**
A. Map Skills: All Six Skills	Map, globe, films, pictures, books, reference texts
B. Critical Thinking Skills: 1. Forming Conclusions 2. Analyzing Comparisons 3. Synthesizing Information 4. Drawing Inferences 5. Summarizing Data	
C. Graphic Interpretation: 1. Interpreting Photos, Arts 2. Using Charts, Graphs, Tables	Demographic data available about different countries or communities
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. All Seven Skills	*National Geographic* magazines

SKILLS USED

E. Other Social Studies Skills:

1. Detecting Stereotypes
2. Seeing Other's Points of View
3. Distinguish Fact From Opinion

SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.

Films:
Africa: An Introduction 1359
Australia: The Land and the People 0707
Brazil 0962
Canada's Provinces and People 0712
Central America: Human Geography 1104
Japanese Boy: The Study of Toro 0932

Course Title: Communities
Grade 3

Course Description:
Establishing a New Community

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Students will learn how a new community is established.	2. Demonstrate knowledge of how our community/our state/our nation began.	Building a New Community: a. Recognize the importance of preserving the environment while building a new community.
A. Natural resources in and around that community	3. Develop basic geographic literacy.	b. Examine the economic aspects necessary in developing a housing community.
B. Economic aspects of growth	4. Compare and contrast different cultural values and beliefs.	c. Understand and analyze the importance of the role of the city government on a community.
C. City government and its importance (role and operation)	7. Explain essential characteristics of local, state, and national government.	d. Identify city services available to the area and how they are provided.
D. Services and needs provided by the community	8. Understand Social Studies terms/concepts.	e. Predicate what may result from the community's economic growth.
E. Ethnic and racial distribution of the population	9. Develop higher level thinking skills.	f. Analyze the economic relationship between various racial or ethnic groups in the community.
	11. Appreciate role and interaction of various individual, family, social, political, and economic groups.	
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	

Course Title: Communities
Grade 3

Course Description:
Indiana as a Global Community

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Students will learn the global importance of Indiana. A. Geographic location B. Economic aspects and/or contributions a. central Indiana b. northern Indiana c. southern Indiana C. Current events and issues and how they affect us as a community a. multicultural b. religious	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	Our State as a Community Central Indiana a. Describe the basic make-up of state government and its relationship to our federal government. b. Explore various educational, transportational, communicational, and environmental resources located in central Indiana. c. Examine the occupational skills needed in central Indiana for economic growth. d. Identify landmarks of central Indiana. e. Analyze similar needs of all Indiana residents. f. Identify ethnic enclaves. Northern Indiana a. Explore various educational, transportational, communicational, and environmental resources located in northern Indiana. b. Examine the occupational skills needed in northern Indiana for economic growth. c. Identify landmarks in northern Indiana. d. Identify ethnic enclaves. Southern Indiana a. Explore various educational, transportational, communicational, and environmental resources located in southern Indiana. b. Examine the occupational skills needed in southern Indiana for economic growth. c. Identify landmarks in southern Indiana. d. Identify ethnic enclaves.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
	17. Analyze conflict and cooperation.	**Positions and Symbols of Indiana** a. Locate and label Indiana on a United States map. b. Draw Indiana and the surrounding states and bodies of water. c. Identify American Indian names of places and rivers. **Current Events** a. Gain insight into current events influencing Indiana as it may affect specific ethnic and/or religious groups.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

GRADE LEVEL OR SUBJECT: Third

Approximate # of hours spent 15 periods
or
Approximate amount of class time 35 min.

UNIT OR TOPIC: Indiana as a Global Community
Indianapolis, Indiana
Our Local Community

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locating on a map (using a globe, world map, U.S. map, Midwest city map, and region map)	Map, filmstrips, worksheets, Indianapolis Game, and newspaper
B. Critical Thinking Skills: 1. Synthesizing Information 2. Assessing Cause and Effect 3. Drawing Inferences	Newspaper
C. Graphic Interpretation: Using Charts, Graphs and Tables	Maps Ethnic demographic map
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Building Vocabulary	Maps and newspaper
E. Other Social Studies Skills: 1. Developing a Sense of Chronology	Filmstrips and pictures

Course Title: Communities Grade 3

Course Description: Our Local Community - Indianapolis

Major Topics
(Instructional Content)

IV. Students will learn about Indianapolis in respect to:

A. historical background

B. city landmarks

C. current events

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
9. Develop higher level thinking skills.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
17. Analyze conflict and cooperation.

Indicators of Success
(Learner Outcome Statements)

Historical Background

a. Locate Indianapolis on an Indiana map and describe why its location is important to the state and the country.
b. Compare and contrast the needs of community members.
c. Understand the interdependence of all community members.
d. Identify the jobs available and skills needed in the city and suburbs.
e. Compare and contrast the geological makeup of the three Indiana regions.
f. Compare and contrast the demographic makeup of the three Indiana regions.

City Landmarks

a. Name and locate major city landmarks.
b. Evaluate the importance of these landmarks to the state and the country.

Current Events

a. Be aware of local current events.

Course Title: Communities Grade 3

Course Description: Map and Globe Skills

Major Topics
(Instructional Content)

V. Students will develop and demonstrate the knowledge and usage of maps/globes through:

- A. directions on a map/globe
- B. earth movement
- C. symbols and symbol skills
- D. state geography
- E. world geography
- F. demographic map

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
(Learner Outcome Statements)

Directional Skills

a. Use directions on maps they draw of their school neighborhood and community.
b. Use directions on a map of the world or a globe.
c. Locate the North and South poles and the equator.

Earth Movement

a. Given a model of the earth, sun, and moon, they will be able to demonstrate and/or explain the theory of rotation and the resulting day and night changes.

Symbols and Symbols Skills

a. Given a simple map to draw
   - label land and water areas
   - key the map using map symbols
b. Given a simple map, color the map as the teacher designates.
c. Given the description of special land areas and their names, they will identify them by matching each correctly.
d. Given a simple map they will draw and color in the territory claimed by the original Indians in Indiana.
   - a piece of land surrounded by water — island.
   - a place where land and sea meet — seashore.
   - a piece of land that juts out into the water — peninsula.
   - high peaks made by the pressures in the earth pushing rocks high in the air and some folding over others - mountains.

Map & Globe Skills - Grade 3

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
		State Geography a. Given a United States map, locate and label Indiana. b. Given an Indiana map, name and locate our capitol. c. Draw Indiana and the states that border our state and their capitol cities. d. Name and label the bodies of water that surround Indiana. World Geography a. Given a globe or world map, identify and label the five oceans of the world: Atlantic, Arctic, Antarctic, Pacific, and Indian Oceans. b. Given a globe or world map, identify the seven continents of the world: Asia, Africa, North America, South America, Antarctica, Europe, Australia, and state on which one we live. c. Given a globe or world map, identify and label the equator. d. Given a globe or world map, locate and label the four hemispheres of the world. e. Given a globe or world map, identify Indiana and tell in what hemisphere and continent it is located.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent 10 class periods
or
Approximate amount of class time 35 min.

GRADE LEVEL OR SUBJECT: Third

UNIT OR TOPIC: Maps and Globes

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE VISUALS, ETC.
A. Map Skills: Summarizing Data From Maps 1. Globes (directions, compass rose, poles, equator, hemispheres) 2. Maps (symbols, map key, state capital, continent, hemisphere, equator)	Globe, student maps, transparencies, rulers, atlas
B. Critical Thinking Skills: 1. Synthesizing Information 2. Analyzing and Comparing	
C. Graphic Interpretation: Using Charts, Graphs, and Tables	
D. Communication & Research Skills: 1. Building Vocabulary 2. Locating and Gathering Information	Films: Using Maps - Measuring Distances 0370 Latitude, Longitude and Time Zones 0954 Computer Programs: Winnie the Pooh in the Hundred Acre Wood 153.4 Wi
E. Other Social Studies Skills:	

Course Title: Grade 3/4 Academically Advanced - Year 1

Course Description: Indiana/State History/50 States/U.S. Regions

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Develop a commitment to democratic principles through the practice of citizenship.	1. Explain what we mean when we exhibit patriotism and citizenship. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills.	a. Demonstrate democratic approaches for resolving conflicts. b. Imagine problems that would result without rules, laws, and means of resolving conflicts. c. Contribute to the development of classroom rules. d. Support individuals' rights to have differing opinions. e. Participate in making appropriate group decisions in regard to class rules, group projects, etc. f. Accept responsibility for group and individual decisions and actions. g. Define terms such as majority, minority, fairness, and discrimination. h. Analyze institutionalized racism and sexism.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
DEVELOP A COMMITMENT TO DEMOCRATIC PRINCIPLES THROUGH THE PRACTICE OF CITIZENSHIP.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate State and National government facilities.	Text, Indiana-U.S. maps, atlas, Field trips (downtown Indianapolis) current news publications Film: The White House
B. Critical Thinking Skills: Recognizing values and demonstrating democratic approaches to resolving conflict.	Role-playing, "Healthy Lifestyles" unit, class meetings, Tribes activities Film: Who Are The People of America?
C. Graphic Interpretation: Interpreting political cartoons.	Newspapers, periodicals
D. Communication & Research Skills: Organizing and expressing ideas in oral/written form. Debating issues.	Literature: Calico Captive Caddie Woodlawn Girl Who Owned a City Political Speakers
E. Other Social Studies Skills: Seeing others' points of view; detecting stereotypes; distinguishing fact from opinion.	

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Trace the historical movements that have led to the development of Indiana as a state.	5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 9. Develop higher level thinking skills.	a. Identify prehistoric and historic Indians and their contributions to Indiana/United States regions. b. Describe the early European exploration of Indiana/United States regions. c. Explain what motivated early European explorers and settlers and identify the resources they needed. d. Examine the events leading to territorial status and statehood. (Indiana/United States) e. Explain the relationship between the Native American and the European. f. Develop charts and time lines identifying key events in Indiana history/United States. g. Describe leaders who shaped Indiana/United States. h. Examine past and present history books on Indiana and determine how often and how well they mention women and minorities.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________ or Approx.

Approximate Amount of Class Time 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
TRACE THE HISTORICAL MOVEMENTS WHICH HAVE LED TO THE DEVELOPMENT OF INDIANA AS A STATE.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills All map skills. (6)	Text 4; Indiana maps
B. Critical Thinking Skills: Examine the events leading to territorial status and statehood/Indiana.	Software: Timeliner Text 4, Indiana unit Field Trips: Indiana State Museum Conner Prairie Childrens' Museum
C. Graphic Interpretation: Develop charts and time lines identifying key events in Indiana history.	"Art-Smart" Indiana
D. Communication & Research Skills: All seven (7) communication and research skills.	Literature: Bears of Blue River Girl of the Timberlost Freckles
E. Other Social Studies Skills: Develop awareness of multicultural contributions to Indiana heritage.	"Treetown History Museum" Speaker: Two Crows

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Demonstrate an understanding of Indiana's geographical relationship to the nation and the world.	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness.	a. Explain the relationship of the earth to the sun and its effects upon climate, natural vegetation, soils, and animal life. b. Use cardinal and intermediate directions to show how to reach specific points in the community and state and show directions on road and transportation maps. c. Describe major types of land forms and water features, their worldwide distribution, and their relationship to the ways people live. d. Describe the climates of major regions and their corresponding ecosystems and relate these patterns and systems to the way people live in Indiana/United States. e. Describe places in Indiana and other parts of the world in terms of their absolute (exact) and relative location (location in relationship to other places). f. Estimate relative distances between places using maps and globes. g. Identify and classify natural resources, show their worldwide distribution patterns, and recognize the h. Examine the kinds of natural resources that generated industrial growth that attracted numerous ethnic groups to Indiana.

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
(Continued) Demonstrate an understanding of Indiana's geographical relationship to the nation and the world.	5. Exhibit an understanding of interdependence and demonstrate global awareness. 16. Encourage positive human interaction with the environment. 9. Develop higher level thinking skills.	a. Describe and compare urban and rural communities in Indiana and other parts of the world and explain how these communities depend upon each other. b. Make simple maps to show how communities in Indiana are linked together by transportation and communication systems. (United States regions) c. Demonstrate how places in Indiana have changed over time. (United States) d. Give examples of how people in Indiana have adapted to and changed the environment and how they have worked together to solve environmental problems. (United States) e. Analyze Indiana's ethnic breakdown and geographical location of these ethnic groups in the state.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________ Approx.
or
Approximate Amount of Class Time 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
DEMONSTRATE AN UNDERSTANDING OF INDIANA'S GEOGRAPHICAL RELATIONSHIP TO THE NATION AND WORLD.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Demonstrate major types of landforms and water features, their worldwide distribution, and their relationship to the ways people live.	Geography Unit
B. Critical Thinking Skills: Analyze the climates of major regions and their corresponding ecosystems and relate these patterns and systems to the way people live in Indiana/50 states.	Ecology Unit; Text 4; Science texts 3, 4, 5 Literature: Bears of Blue River Field Trips: Indianapolis Zoo Warren Woods Eagle Creek
C. Graphic Interpretation: Using charts, graphs, tables and film.	Film: One's Mission to Earth, Parts 1 & 2 Childrens' Museum
D. Communication & Research Skills: Making oral reports. Design either a board game or simulation demonstrating how to reach specific points in community and state.	Research material Library
E. Other Social Studies Skills: Interpreting primary sources.	Field Trip: Indiana Historical Assn. New Harmony

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	(Indicators of Success) (Learner Outcome Statements)
IV. Analyze the diverse cultural contributions that influence Indiana's heritage. (United States regions)	4. Compare and contrast different governments /cultures/values and beliefs. 9. Develop higher level thinkin skills. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify major cultural and ethnic groups in the past and the present that have contributed to Indiana's development/United States. b. Compare and contrast cultural groups in Indiana with those in neighboring states. c. Cite things which people in different cultural groups have in common. d. Describe the histories of various cultural and ethnic groups in Indiana/United States. e. Identify important traditions of different cultural and ethnic groups in Indiana/United States regions. f. Explain how different cultural and ethnic groups contribute to Indiana's development/United States. g. Analyze the role of women in the contributions to Indiana.

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
(Continued) Analyze the diverse cultural contributions that influence Indiana's heritage/United States.	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 9. Develop higher level thinking skills.	a. Give examples of conflicting interests, values, and beliefs throughout Indiana's development and describe the compromises that attempted to resolve them/United States regions. b. Give examples of how differing values and beliefs may come into conflict in a democracy. c. Recognize that everyone has a cultural heritage and traditions. d. Explore the cultural heritage of their families. e. Determine which factors or components make up the cultural heritage of any citizen. f. Explain why everyone in the United States is an immigrant or the son or daughter of an immigrant.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ______
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
ANALYZE THE DIVERSE CULTURAL CONTRIBUTIONS THAT INFLUENCE INDIANA'S HERITAGE/U.S. REGIONS.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills All six map skills.	
B. Critical Thinking Skills: Compare and contrast cultural groups in Indiana with those in neighboring states.	Speakers: Two Crows; Pam Legg(Amish) Freetown Village Field Trips: Eteljorg Museum State Museum
C. Graphic Interpretation: Using charts, graphs and tables, identify major cultural and ethnic groups in past and present that have contributed to Indiana/50 states' development.	Field trip: Crown Hill Cemetery Indiana State Museum Indiana History Resource Kit
D. Communication & Research Skills: All seven (7) communication and research skills. Create a dramatization of a particular cultural/ethnic group in Indiana.	Interviews: Community Members Grandparents Media, newspapers, periodicals, almanacs, letters, journals
E. Other Social Studies Skills: Interpreting primary sources.	Literature: A Gathering of Days

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
V. Describe the components and characteristics of Indiana's present form of government.	7. Explain essential characteristics of local, state, and national government. 17. Analyze conflict and cooperation. 9. Develop higher level thinking skills.	a. Explain the origin and determine the purpose of Indiana's constitution. b. Identify the Governor, Lt. Governor, the local State Senator, and the local State Representative. c. List the duties of the Governor, Lt. Governor, and the General Assembly. d. Explain how the Governor and legislators are elected. e. Describe the characteristics one should look for in persons running for the office of Governor or legislator. f. Explain how controversies are resolved in a democracy through the electoral process. g. Examine the sources and uses of government revenues. h. Assess the role of women in Indiana's present form of government.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or Approx.
Approximate Amount of Class Time 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
DESCRIBE THE COMPONENTS AND CHARACTERISTICS OF INDIANA'S PRESENT FORM OF GOVERNMENT.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Use all six map skills to trace development of Indiana's state capital.	Films Text 4 Indiana History Resource Kit Field Trip: Indiana State Legislature
B. Critical Thinking Skills: Evaluate the characteristics one should look for in persons running for the office of Governor or legislator.	Political Speakers Materials from: League of Women Voters Republican/Democratic Hdqtrs. Book and Video: Lincoln: A Photobiography, Freedman
C. Graphic Interpretation: Using charts, graphs, tables, simulate a political campaign.	Computer Graphics Newspapers Periodicals
D. Communication & Research Skills: Organizing and expressing ideas in oral/written form.	Letters to/from Political candidate Interviews with government leaders Periodicals
E. Other Social Studies Skills: Explain how controversies are resolved in a democracy.	Healthy Lifestyles Unit Leadership Unit Literature: The Giving Book Girl Who Owned a City

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. Compare the characteristics of Indiana's economic system in the past and present and predict possible changes.	10. Apply knowledge to solve problems through use of appropriate research. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 9. Develop higher level thinking skills.	a. Identify Indiana's manufactured and agricultural products/United States. b. Explain how Indiana's products have changed over a period of time. c. Examine the changes in the state's production and distribution of food. d. Examine and explain the change from an agricultural to a manufacturing to a service-based Indiana economy. e. Evaluate the changes in the quantity and quality of government-provided goods and services. f. Compare and contrast manufactured and agricultural products of Indiana with those of states in different regions. g. Describe the importance of Indiana's products in world trade. h. Examine Indiana's economic relationships to other states and regions of the United States and the world. i. Cite examples of economic interdependence within and among regions of Indiana/U. S. Regions. j. Assess the contributions and role of minorities and women in Indiana's manufacturing and agricultural economy.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
COMPARE THE CHARACTERISTICS OF INDIANA'S ECONOMIC SYSTEM IN THE PAST AND PRESENT AND PREDICT POSSIBLE CHANGES.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate places of economic resources in the state.	Product, physical maps Text Grade 4
B. Critical Thinking Skills: Examine and explain the change from an agricultural to a manufacturing to a service-based Indiana economy.	Text Grade 4 & 5 Indiana History Unit States/Regions Unit
C. Graphic Interpretation: 1) Develop charts identifying Indiana's manufactured and agricultural products. 50/states. 2) Using graphs and tables, describe the importance of Indiana's products in world trade.	Text Grade 4 & 5 Product maps: Indiana/U.S. States/Regions Unit Indiana History Unit
D. Communication & Research Skills: Cite examples of economic interdependence within and among regions of Indiana/U.S. Regions.	Text Grade 4 & 5 Product maps: Indiana/U.S. State/Regions Unit Indiana History Unit
E. Other Social Studies Skills:	

Grade 3/4 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Examine current issues and events and their influences on daily life in Indiana communities /United States.	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 10. Apply knowledge to solve problems through use of appropriate research. 17. Analyze conflict and cooperation. 9. Develop higher level thinking skills.	a. Use several sources to gather information about current issues and events. b. Explain how an event or issue may be related to conditions in the past. c. Imagine how the outcome of an event might influence their future lives. d. Demonstrate how information about current events helps people make informed decisions. e. Identify different opinions on events and issues from documents, cartoons, television, and other media. f. Research the different ways people have gained information and made decisions about issues and events throughout Indiana's history/United States. g. Identify specific problems or issues in their communities and propose possible solutions or outcomes. h. Apply a decision-making model to current problems by identifying alternative actions and the criteria used to evaluate those alternatives. i. Examine current issues and events from the perspective of non-white, non-middle class, non-male and non-mainstream perspectives.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
IDENTIFY SIGNIFICANT CURRENT EVENTS THAT INFLUENCE LIFE IN THE COMMUNITY.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFIWARE, VISUALS, ETC.
A. Map Skills Locate places from current events.	News Media News publications
B. Critical Thinking Skills: Analyze the relationship of a current event to the past. Assess the impact of a current event on the local community.	Current events sources History texts
C. Graphic Interpretation:	
D. Communication & Research Skills: Interview community leaders to learn how they use information about current events to make decisions.	Community resources
E. Other Social Studies Skills Identify specific problems or issues in the community and propose possible solutions or outcomes.	Media Field trips

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VIII. Draw conclusions about past and present life in Indiana based on relevant data derived from a variety of sources.	8. Understand Social Studies terms/concepts. 10. Apply knowledge to solve problems through use of appropriate research. 9. Develop higher level thinking skills.	a. Use maps of different scales and themes, such as transportation, population and products to acquire data about Indiana. b. Interpret information about life in Indiana presented in graphs, charts, time lines, pictures, and cartoons. c. Construct simple maps, timelines, charts, and graphs. d. Use both primary sources (documents created by people who participated in or witnessed events - diaries, letters, drawings, photographs) and secondary sources (textbooks, encyclopedia articles, etc.) to draw conclusions about Indiana life. e. Examine primary sources of minorities and women who participated in life in Indiana.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: FIRST YEAR - INDIANA/STATE HISTORY/50 STATES/U.S. REGIONS
DRAW CONCLUSIONS ABOUT PAST AND PRESENT LIFE IN INDIANA BASED ON RELEVANT DATA FROM A VARIETY OF SOURCES.

TEXT: Comparing Communities, People in Time and Place
Silver Burdett & Ginn

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Use maps of different scales and themes to acquire data about Indiana.	Software: Create a date base; Product maps, Political maps, Resource maps
B. Critical Thinking Skills: Use both primary sources (documents created by people who participated in or witnessed events - diaries, letters, drawings, photographs) and secondary sources (textbooks, encyclopedia articles, etc.) to draw conclusions about life.	Field Trips: Indiana State Museum Art Museum Indiana History Resource Kit Periodicals
C. Graphic Interpretation: Interpret information about life in Indiana presented in graphs, charts, time lines, pictures and cartoons.	Newspapers
D. Communication & Research Skills: All seven skills.	Interviews Literature: Bears of Blue River
E. Other Social Studies Skills	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: First Year 3/4 A.A.

I. ACTIVITIES	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
Geography: Draw route maps to familiar places in your community. Look at maps in the library. Figure out a country you might like to visit. Tell how to get there and what the land is like. Find what the land is like. Find out where some Indiana products are grown. Make pictures to glue on a map.	See regular 3/4 grade visuals and support materials.
History: Visit a "living history" site such as those listed in the resource guide. Make a picture book of your visit. Find out where your grandparents lived. Look at their pictures, letters, articles of theirs. Talk about life then and now. Make a scrapbook of current family events. Record activities, celebrations, daily thoughts.	See regular 3/4 grade visuals and support materials.
Multicultural Studies: Attend church with a friend. Talk about what is different/ the same as your church. Find out where your ancestors are from. What was special about that country. How did they celebrate?	See regular 3/4 grade visuals and support materials.
Citizenship: Ask to go with your parents when they vote. Talk about why voting is a special privilege. Begin a neighborhood clean-up. Suggest collecting and safe disposing of trash. Help another person - run errands for a sick neighbor, walk a friend's dog, make a card for someone in a nursing home.	See regular 3/4 grade visuals and support materials.
Current Events: Find an article in the paper on a topic of interest to you, such as a new zoo animal. Talk about it. Listen to a newscast on radio or TV. Put pins in a map showing where the stories took place. Make a refrigerator display on a current theme such as sports team results for a month. Graph or chart the record.	See regular 3/4 grade visuals and support materials.
Economics: Learn about where a familiar product is made. Take a tour of a factory, etc. Accept regular home responsibilities. Work as a contributor to your family. Be responsible for buying your lunch and school supplies. Make change and keep records.	See regular 3/4 grade visuals and support materials.

Course Title: Grade 3/4 Academically Advanced - Year 2

Course Description: Indianapolis/Community/Native American Civilization

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Examine the way basic human needs are satisfied in a community.	2. Demonstrate knowledge of how our community/our state/our nation began.	a. Identify significant historical developments, events, personalities, buildings, and places in the Indianapolis communities/Native American communities.
	10. Apply knowledge to solve problems through use of appropriate research.	b. Identify and discuss changes which have occurred in local communities/Native American communities.
	8. Understand Social Studies terms/concepts.	c. Predict changes in the local community which may take place in the future.
	9. Develop higher level thinking skills.	d. Compare and contrast how other communities in the past or in other parts of the world have changed over time.
	17. Analyze conflict and co-operation.	e. Assess the role of minorities and women in the history of Indiana.
		f. Analyze the geographical distribution of Native Americans in Indiana before settlement by other Americans.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION
EXAMINE THE WAY BASIC HUMAN NEEDS ARE SATISFIED IN A COMMUNITY.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate places in the city where basic needs are met. All six skills.	City map, overheads, guide books, walking tour of city, films
B. Critical Thinking Skills: Compare and contrast how communities have met the basic needs through time.	Archaeology Unit Field trip to Conner Prairie
C. Graphic Interpretation: Interpret photos and fine art depicting basic needs past and present.	Archaeology Unit Field trip to Children's Museum
D. Communication & Research Skills: All seven skills.	Literature: The Big Wave Island of the Blue Dolphin A Connecticut Yankee in King Arthur's Court
E. Other Social Studies Skills Interpreting primary sources.	Archaeology Unit Computer Software: Timeliner Literature: Oregon Trail

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Show how the geographical location of the community relates to the state and the nation.	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 9. Develop higher level thinking skills. 16. Encourage positive human interaction with the environment. 8. Understand Social Studies terms/concepts. 17. Analyze conflict and cooperation.	a. Use cardinal and intermediate directions and common map symbols when studying U.S. communities/Native American civilizations. b. Identify land and water forms, such as oceans, lakes, river systems, continents, islands, mountains. c. Locate the equator, Northern Hemisphere, and Southern Hemisphere, North and South Poles. d. Distinguish political divisions on maps and globes. e. Locate communities, countries, states, nations, and continents on maps and globes. f. Give examples of how climate is affected by a community's location on the globe. g. Give examples of how the community's geographic location affects the way they live, such as climate, clothing, housing, recreation, means of earning a living. h. Consider the consequences of changes in the environment and suggest ways the environment can be improved. i. Analyze an "ethnic dispersion" map to determine where people are per their particular ethnic group.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION
SHOW HOW THE GEOGRAPHICAL LOCATION OF THE COMMUNITY RELATES TO THE STATE AND THE NATION.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills All six skills.	Maps, globes, Geography Unit, current news magazines, Weekly Readers Map Skills Book
B. Critical Thinking Skills: Analyze the effect of the geographical location on climate. Predict effect on community lifestyle.	Weather Unit Community Unit Text Grade 3
C. Graphic Interpretation: Using charts, graphs and tables, research weather patterns. Construct visual representation.	Reference books Text Grade 4 Guest Speakers
D. Communication & Research Skills: Consider the consequences of changes in the environment and suggest ways the environment can be improved.	Ecology Unit VHS Tape: Global Warming
E. Other Social Studies Skills	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Identify the major services provided by local governments.	1. Explain what we mean when we exhibit patriotism and citizenship. 7. Explain essential characteristics of local, state, and national government. 15. Pursue active civic responsibility. 9. Develop higher level thinking skills. 4. Compare and contrast different governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 17. Analyze conflict and co-operation.	a. Discuss the reasons why people have governments/ discuss personal responsibilities of individuals in governments. b. Identify local officials and explain their dutes. c. Suggest the qualities needed to fulfill the duties of a community leader or person with authority, such as teacher, police officer, mayor, etc. d. Discuss ways that individuals can improve the quality of life in their schools, neighborhoods, and communities. e. Identify and plan group projects for improving their environment. f. Explain why a city government may not be able to provide all the goods and services people ask it to provide. g. Identify the opportunity cost of an additional good or service. h. Analyze the role and contributions of women and minorities in local government.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION
IDENTIFY THE MAJOR SERVICES PROVIDED BY LOCAL GOVERNMENT.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate places providing local government services.	Text Grade 4 City map Indianapolis Walking Tour
B. Critical Thinking Skills: Explain why a city government may not be able to provide all the goods and services people ask it to provide.	Guest speakers, trade pamphlets, Interviews
C. Graphic Interpretation:	
D. Communication & Research Skills: Plan group projects for improving services provided by local government.	Community Unit
E. Other Social Studies Skills Brainstorm and rank qualities needed to be an effective community leader.	Guest speakers Leadership Unit Literature: The Day Lincoln Was Shot.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3, & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION
EXPLAIN HOW PEOPLE MAKE CHOICES ABOUT USING GOODS, SERVICES, AND RESOURCES TO SATISFY THEIR ECONOMIC WANTS.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate places for economic resources in the community. (Natural, human, man-made)	Product, physical maps Text Grade 3 & 4
B. Critical Thinking Skills: Evaluate the uses of limited economic resources. Decide among opportunity - costs of various choices.	Computer Software: Oregon Trail Game: Made for Trade
C. Graphic Interpretation: Webb to show how people are both producers and consumers. Chart job structures in an organization.	
D. Communication & Research Skills: Research different jobs in the community.	Primary Sources
E. Other Social Studies Skills Appreciate interaction among various economic groups.	Literature: The Pushcart War

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. Explain how people make choices about using goods, services, and resources to satisfy their economic wants.	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 9. Develop higher level thinking skills. 8. Understand Social Studies terms/concepts. 17. Analyze conflict and co-operation.	a. Identify the economic resources (natural resources, human resources, manmade resources) in the community. b. Give examples of how people are both producers and consumers of goods and services. c. Give examples of how economic resources in the home, school, and community are limited (scarcity) and how people must make choices about how to use resources. d. Identify the opportunity cost (what you have to give up to get something you want) of various choices. e. Describe how people work in jobs to provide goods and services in the community. f. Explain why people specialize in different jobs. g. Analyze the concentration of women and minorities in various jobs, occupations and careers. h. Define equal economic opportunity and equal employment opportunity.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
V. Examine the contributions of various racial and ethnic groups to the development of the community and country.	3. Develop basic geographic literacy. 2. Demonstrate knowledge of how our community/our state/our nation began. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 9. Develop higher level thinking skills. 8. Understand Social Studies terms/concepts. 17. Analyze conflict and cooperation.	a. Indicate on a map the places their families have lived (family maps). b. Identify countries where family members may have lived in the past and consider ways they traveled to reach the United States. c. Determine when their families came to live in the community. d. Identify various racial and ethnic groups and their places of origin. e. Give examples of the contributions of racial and ethnic groups, including their own groups, to the development of many communities. f. Explore the ways in which many different types of people help to make any community a better place to live. g. Examine the concept of "unity within diversity" as a goal of a culturally pluralistic community, state and country.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ______
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION EXAMINE THE CONTRIBUTIONS OF VARIOUS RACIAL AND ETHNIC GROUPS TO THE DEVELOPMENT OF THE COMMUNITY AND COUNTY.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Indicate on a map the places their families have lived. (family maps) Identify countries where family members may have lived in the past and consider ways they traveled to reach the United States. Identify various racial and ethnic groups and their places of origin.	Maps Primary sources Family members
B. Critical Thinking Skills: Assess the ways in which many different types of people help to make any community a better place to live.	Guest speakers Freetow Village Players Multicultural materials Text Grade 3 & 4 Field Trips
C. Graphic Interpretation: Interpret photos showing diversity of different cultures. Construct time line showing when families came to live in a community.	Computer Software: Timeliner
D. Communication & Research Skills: Research and write a journal about your family's immigration to America. Research contributions of various racial and ethnic groups. Present findings orally.	Journals Native American Unit
E. Other Social Studies Skills Appreciate the diversity of cultures.	Literature: Sing Down the Moon, Sounder Fiddler on the Roof Homesick The Sign of the Beaver

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. Explore the increasing similarities among groups of people as a result of trade, travel, and modern systems of communications.	11. Appreciate role and iteraction of various individual, family, social, political and economic groups. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 16. Encourage positive human interaction with the environment. 8. Understand Social Studies terms\concepts. 9. Develop higher level thinking skills. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 17. Analyze conflict and cooperation.	a. Identify the ways people communicate with one another in various parts of the world. b. Give examples of ways people live in communities around the world such as housing, clothing, transportation. c. Compare and contrast a different community environment with their own. d. Identify ways technology has helped people adapt to their environment. e. Explain specifics of how they, as community members, can participate in a positive relationship with their environment. f. Identify ways Native American and various communities have historically and currently pursued a responsible role as human beings interacting with the environment. g. Identify goods that are imported to and those exported from their community. h. Analyze a current ethnic dispersion map and determine length of time such ethnic groups have been there.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION
EXPLORE THE INCREASING SIMILARITIES AMONG GROUPS OF PEOPLE AS A RESULT OF TRADE, TRAVEL, AND MODERN SYSTEMS OF COMMUNICATIONS.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate origin of specific products.	Catalogs Maps
B. Critical Thinking Skills: Compare and contrast a different community with their own.	Community Unit Text Grade 3 & 4 Reference books
C. Graphic Interpretation: Identify goods that are imported to and those exported from their community. Construct chart, table, or graph.	Reference books Text Grade 4
D. Communication & Research Skills: Identify ways technology has helped people adapt to their environment.	Childrens' Museum Invention Unit
E. Other Social Studies Skills Identify ways Native American communities have historically and currently pursued a responsible role as human beings interacting with the environment.	Native American Unit Eiteljorg Museum

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Identify significant current events that influence life in the community.	2. Demonstrate knowledge of how our community/our state/our nation began. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 15. Pursue active civic responsibility. 17. Analyze conflict and co-operation.	a. Compare methods of communication in the past with those of today. b. Give examples of the variety of communication systems in Native American civilizations. c. Discuss the relationship of a current event or problem to the past. d. Identify ways in which people get information about their communities and other places in the world, such as television, radio, newspapers. e. Use these sources of information to identify important events and issues. f. Explain how an event may be important to their lives. g. Interview community leaders to learn how they use information about current events to make decisions. h. Identify specific problems or issues in the community and propose possible solutions or outcomes. i. Assess the effectiveness with which the community has dealt with a problem caused by racism and/or sexism.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Approx. 4 weeks per unit

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced

UNIT OR TOPIC: SECOND YEAR - INDIANAPOLIS/COMMUNITY/NATIVE AMERICAN CIVILIZATION
IDENTIFY SIGNIFICANT CURRENT EVENTS THAT INFLUENCE LIFE IN THE COMMUNITY.

TEXT: Indiana The World Around Us, MacMillan

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills Locate places from current events.	News media News publications
B. Critical Thinking Skills: Analyze the relationship of a current event to the past. Assess the impact of a current event on the local community.	Current events sources History texts
C. Graphic Interpretation:	
D. Communication & Research Skills Interview community leaders to learn how they use information about current events to make decisions.	Community resources
E. Other Social Studies Skills Identify specific problems or issues in the community and propose possible solutions or outcomes.	Media Field trips

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grades 3 & 4 Academically Advanced
UNIT OR TOPIC: Second Year 3/4 A.A.

I. ACTIVITIES	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
Geography: Investigate and plan a trip route. Talk to AAA for free materials. Figure mileage/time/best roads. Take a USA map on your vacation. Color the states when you see a license plate from that state. Write to travel agencies for free maps and pictures. Draw a map outline of a place you wish to visit. Glue on pictures of its famous sites, rivers, mountains, etc.	See regular 3/4 grade visuals and support materials.
History: Volunteer as a student guide at a site. Learn all you can about the historical place. Write a daily journal of your work. Research a place for your family to visit. Read aloud what you have learned as you travel to that place. Volunteer time with an elderly person. Listen about their history. Draw for them what you have learned.	See regular 3/4 grade visuals and support materials.
Multicultural Studies: Attend an event celebrating another culture, e.g. International Fair, Black Expo, etc. Share your experiences in a skit/dance. Write to a pen pal from another country. Try to learn some of the language. Keep a detailed map of the country. Go to a museum and study a display on another culture. See artwork and listen to music from that culture. Make a poster for your room about the contributions of that culture.	See regular 3/4 grade visuals and support materials.
Citizenship: Get free information about city/state candidates for public office. Take time to listen to a speech or debate. Talk about campaign issues. Create a recycling center for your home. Participate in an improvement project in your community. Write a letter, make a phone call, attend a legislative session about a political issue.	See regular 3/4 grade visuals and support materials.
Current Events: Subscribe to a student news magazine/read one at the library. Compare its news with that in the local paper. Clip articles about weather events for a month. Chart or graph the changes. Mark a USA map with weather trends. Keep a world map on the wall. Collect news articles and pin them in the appropriate locations.	See regular 3/4 grade visuals and support materials.
Economics: Learn where a familiar product is made. Take a tour of a factory/farm. Draw a diagram of the production steps. Share it at school. Accept regular home responsibilities. Select extra jobs for added pay. Develop independence and high standards. Clip coupons and plan the shopping for groceries.	See regular 3/4 grade visuals and support materials.

Course Title: SOCIAL STUDIES - 4TH GRADE

Course Description INDIANA HISTORY AND GEOGRAPHY

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Historical movements that led to the development of Indiana.	2. Demonstrate knowledge of how our community/our state/our nation began. 6. Examine the role of famous men and women in history from various ethnic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 7. Explain essential characteristics of local, state and national government. 9. Develop higher level thinking skills 5. Exhibit an understanding of interdependence and demonstrate global awareness.	a. Identify prehistoric and historic Indians and their contributions to Indiana. b. Describe the early European exploration by people of various nationalities of Indiana. c. Explain what motivated early explorers and settlers and identify the resources they needed. d. Summarize the stages leading to Indiana's territorial status and statehood. e. Describe male and female leaders who shaped Indiana.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 22.5 hours
or
GRADE LEVEL: Fourth
Approximate amount of class time 9 weeks

UNIT OR TOPIC: Historical movement which led to the development of Indiana

TEXT: Indiana The World Around Us
Macmillan Inc.

SKILLS USED	**SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.**
A. Map Skills: Locate and trace the path of the prehistoric Indians from Asia to North America.	World map, U.S. map, Indiana map
B. Critical Thinking Skills: What would have happened if the land bridge had not connected Asia to North America?	World map, salt maps
C. Graphic Interpretation: Using a timeline calculate the years from George Rogers Clark to territorial establishment.	Films and Filmstrips: George Rogers Clark Indiana Pioneers
D. Communication & Research Skills: Research an Indian myth	Film: Apache Indian 0032 Encyclopedias Trade books
E. Other Social Studies Skills: Distinguish fact from fiction: The Corn Spirit	Text

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Indiana's geographical relationship to the nation and the world	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand social studies terms/concepts 9. Develop higher level thinking skills 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 12. Demonstrate knowledge of economic concepts. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibilty.	a. Explain the relationship of the earth to the sun and its effects upon climate, natural vegetation, soils, and animal life. b. Describe places in Indiana and other parts of the world in terms of their absolute (exact) and relative location (location in relationship to other places). c. Estimate relative distances between places using maps and globes. d. Use cardinal and intermediate directions to show how to reach specific points in the community and state and show directions on road and transportation maps. e. Describe major types of landforms and water features, and their relationship to the ways people live. f. Identify and classify natural resources, show their worldwide distribution patterns (coal, limestone.) g. Describe and compare urban and rural communities in Indiana and explain how these communities depend upon each other. h. Make simple maps to show how communities in Indiana are linked together by transportation systems. i. Discover how places and people in Indiana have changed over time. j. Make map of Indiana showing where certain ethnic or national groups settled. k. Make a map of Indiana showing the original location of Indian tribes.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hour spent 10 hours
or
Approximate amount of class time 4 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: Indiana's geographical relationship to the nation and the world.

TEXT: Indiana The World Around Us
Macmillan Inc.

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using a scale of miles measure the distance from Indianapolis to Los Angeles on a U.S. map.	United States map
B. Critical Thinking Skills: If Indiana had not been located near the Great Lakes or the Ohio River how would the development of trade have been different?	United States map
C. Graphic Interpretation: Using a bar graph show the production of Indiana's natural resources.	Resource map
D. Communication & Research Skills: 1. Look up the meaning of the names of places or landmarks with Indian names. 2. Develop a vocabulary list of geographical terms.	Atlas Maps
E. Other Social Studies Skills: Other's point of view: How would rural community development be different from a metropolitan community development?	Text

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. The components and characteristics of Indiana's present form of government	2. Demonstrate knowledge of how our community/our state/our nation began. 4. Compare and contrast different governments/cultures/values and beliefs. 8. Understand social studies terms/concepts. 7. Explain essential characteristics of local, state and national government. 15. Pursue active civic responsibility. 1. Explain what we mean when we exhibit patriotism and citizenship. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	a. Explain the origin and determine the purpose of Indiana's constitution. b. Identify the governor, lt. governor, the local state senator, and the local state representative. c. Discuss the duties of the governor, the general assembly, and the electoral process. d. Explain how the governor and legislators are elected. e. Describe the characteristics one should look for in persons running for the office of governor or legislator. f. Examine the sources and uses of government revenues such as taxes and uses of tax income. g. Discuss scarcity, productivity, money and exchange. h. Discuss poverty and equal access to economic resources.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 7.5 hours
or
Approximate amount of class time 3 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: The components and characteristics of Indiana's present form of government.

TEXT: Indiana The World Around Us
Macmillan, Inc.

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: On an Indiana county map, how many counties border the Ohio River?	Map of districts for state representative Indiana country map United States map
B. Critical Thinking Skills: List the values one should look for when assessing a political candidate.	Statements of political platforms
C. Graphic Interpretation: From the newspaper, find an example of a political cartoon and explain it.	Newspapers - local state USA Today
D. Communication & Research Skills: Develop your own bill and be prepared to debate its legitimacy.	Chart - How a bill becomes a law
E. Other Social Studies Skills: Tell how taxes are used as a primary source of revenue for the government.	Text Resource materials

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. The characteristics of Indiana's economic system in the past and present predict possible changes	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 8. Understand social studies terms/concepts 5. Exhibit an understanding of interdependence and demonstrate global awareness. 9. Develop higher level thinking skills. 3. Develop basic geographic literacy. 10. Apply knowledge to solve problems through the use of appropriate research.	a. Identify Indiana's manufactured and agricultural products. b. Explain how Indiana's products have changed over a period of time. c. Cite examples of economic interdependence within and among regions of Indiana. d. Identify manufactured and agricultural products of Indiana. e. Describe the importance of Indiana's products in world trade. f. Discuss Indiana's economic relationships to other states and regions of the United States and the world. g. Chart, graph or explain in a pictorial fashion the state's production and distribution of food. h. Examine and explain the change from an agricultural to a manufacturing to a service-based Indiana economy. j. Identify the role minorities play in Indiana's economy; the role of migrant workers, too. k. Chart, graph or explain in a pictorial fashion the role of supply and demand in the state's economy.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 10 hours
or
Approximate amount of class time 4 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: The characteristics of Indiana's economical system in the past and present and predict possible changes.

TEXT: Indiana The World Around Us
Macmillan, Inc.

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Develop an agriculture and manufactured product map of Indiana.	Text Indiana outline map Resource materials
B. Critical Thinking Skills: What would happen if Indiana's supply of agriculture products outdid its demand?	Supply and demand chart
C. Graphic Interpretation: Use a pie graph to represent manufactured and agricultural products of Indiana.	List of agricultural products and manufactured products open - pie graph charts
D. Communication & Research Skills: Develop and present an oral report on the development of an Indiana product.	Product source list Resource materials Library
E. Other Social Studies Skills: Discuss the stereotype of the migrant worker.	Definition of "stereotype" Trade books Old texts

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcomes Statements)
V. The diverse cultural contributions that influence Indiana's heritage	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 13. Establish an awareness of current issues and events and their relationship to individuals, states and nations. 4. Compare and contrast governments/cultures/values and beliefs. 11. Appreciate role and interaction of individual, family, social, political and economic groups. 9. Develop higher level thinking skills.	a. Recognize that everyone has a cultural heritage and traditions. b. Identify major cultural, ethnic, religious, and social groups in the past and the present that have contributed to Indiana's development. c. Describe the histories of various cultural and ethnic groups in Indiana. d. Identify important traditions of different cultural and ethnic groups in Indiana. e. Analyze how different cultural and ethnic groups have contributed to Indiana's development. f. Cite things that people in different cultural groups have in common. g. Explore the cultural heritage of their families. h. Compare and contrast values and beliefs of various groups in Indiana. i. Identify famous women who contributed to the history of Indiana.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 10 hours
or
Approximate amount of class time 4 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: The diverse cultural contributions that influence Indiana's heritage.

TEXT: Indiana The World Around Us
Macmillan, Inc.

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate and identify cultural regions of Indiana.	Film: The Amish 1094
B. Critical Thinking Skills: Analyze and synthesize the cultural and religious beliefs of the Harmonists.	Information on different cultural and religious groups
C. Graphic Interpretation: Using a model of Harmonie interpret the usage and lay out of the land.	Picture of Harmonie
D. Communication & Research Skills: Research a culture and present a written report.	List of various cultures
E. Other Social Studies Skills: Develop your own family's tree. (genealogy)	List of family members Involve family Blank tree

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. The interaction between individual and group behavior in state and community life	15. Pursue active civic responsibility. 7. Explain essential characteristics of local, state and national government. 1. Explain what we mean when we exhibit patriotism and citizenship.	a. Identify different types of social groups to which people belong, such as Boy Scouts, 4-H. b. Explore with cooperative learning, various roles that can be productive in a group. c. Give examples of how individuals and groups influence each other. d. Explain the importance of various ethnic groups in Indiana's development. e. Identify the responsibility the individual has to the state and community and the responsibility the state or community has to the individual. f. Explain the importance of making informed personal financial decisions. g. Explain how an economic system is the framework within which decisions are made by individuals and groups: explain why some minority groups did not get an equal economic opportunity. h. Involve the students in a community activity.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 7.5 hours
or
Approximate amount of class time 3 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: The interaction between individual and group behavior in state and community life.

TEXT: Indiana The World Around Us
Macmillan, Inc.

SKILLS USED	**SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.**
A. Map Skills: Locate five major cities of Indiana and discuss the economic income of the average family due to the source of income (manufacturing, shipping, agricultural.)	Indiana outline map Statistical income reports
B. Critical Thinking Skills: What would happen if a community leader could not work together with the people of the community?	Example: mayor and city council
C. Graphic Interpretation: Poll and graph the school's population of social groups (4H, Girl Scouts, Boy Scouts, etc.)	Survey Graph paper
D. Communication & Research Skills: Given an income and set of economic circumstances, develop your own budget.	List of income and potential bills
E. Other Social Studies Skills: Organize a school group to work together to clean up a neighborhood problem.	Neighborhood input

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Current issues and events and their influences on daily life in Indiana communities	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 8. Understand social studies terms/concepts. 15. Pursue active civic responsibility. 2. Demonstrate knowledge of how our community/our state/our nation began.	a. Use several sources to gather information about current issues and events. b. Explain how an event or issue may be related to conditions in the past from the perspective of persons of different gender or race. c. Describe how the outcome of an event might influence future lives economically, socially and politically. d. Demonstrate how information about current events helps people make informed decisions. e. Research the different ways various groups have gained information and made decisions about issues and events throughout Indiana's history. f. Identify specific problems or issues in minority and majority communities and propose possible solutions or outcomes.* g. Apply a decision-making model to current problems by identifying alternative actions and the criteria used to evaluate those alternatives.* * Decision-making model

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 7.5 hours
or
Approximate amount of class time 3 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: Current issues and wants and their influences on daily life in Indiana communities.

TEXT: Indiana The World Around Us
Macmillan, Inc.

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Find a map in the newspaper that is used with a current news story. Discuss how the map represents the written information.	Newspapers *National Geographic* magazine
B. Critical Thinking Skills: Identify a community problem and predict possible solutions.	List of community problems
C. Graphic Interpretation: Discuss and interpret the decision making model.	Representation of decision making model
D. Communication & Research Skills: Locate recycling stations in your neighborhood and develop a newsletter with that information.	List of recycling stations
E. Other Social Studies Skills: Debate a current wants topic, followed by a discussion of the differing points of view.	List of current wants topic

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VIII. Sources of information used to draw conclusions and make decisions about past and present information in Indiana	3. Develop basic geographic literacy. 16. Encourage positive human interaction with the environment. 8. Understand social studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research.	a. Use maps of different scales and themes, such as transportation, population, and products to acquire data about Indiana. b. Interpret information about life in Indiana presented in graphs, charts, timelines, pictures, and political cartoons. c. Construct simple maps, timelines, charts, and graphs. d. Use both primary sources (documents created by people who participated in or witnessed events such as diaries, letters, drawings, photographs) and secondary sources (textbooks, encyclopedia articles) to draw conclusions about Indiana life, by minority and majority men and women. e. Identify different cultural, political, and social opinions on events and issues from documents, political cartoons, television, and other media.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 7.5 hours
or
Approximate amount of class time 3 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: Sources of information used to draw conclusions and make decisions about past and present information in Indiana.

TEXT: Indiana The World Around Us
Macmillan, Inc.

SKILLS USED	**SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.**
A. Map Skills: 1. Using a population map, discuss why certain areas developed beyond others. 2. Look at a demographic dispersion of people by ethnicity.	Indiana population map
B. Critical Thinking Skills: Using a copy of a storekeeper's log from the 1800s, evaluate the importance of farm animals and products as a source of money.	Copies of storekeeper's log
C. Graphic Interpretation: Construct a timeline of the development of transportation.	Timeline paper Adding machine tape
D. Communication & Research Skills: Research and develop the history of the Indianapolis 500 Mile Race and its impact on our economy.	Indy 500 brochures
E. Other Social Studies Skills: Using the various legends of the development of the term "Hoosier," distinguish which are based on fact and which are based on fiction.	Resource materials on "Hoosier"

Grade 4

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IX. Democratic principles and citizenship	15. Pursue active civic responsibility. 1. Explain what we mean when we exhibit patriotism and citizenship. 9. Develop higher level thinking skills. 2. Demonstrate knowledge of how our community/our state/our nation began. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 10. Apply knowledge to solve problems through use of appropriate research. 8. Understand social studies terms/concepts.	a. Give examples of conflicting interests, values, and beliefs throughout Indiana's development and describe the compromises which attempted to resolve them. b. Give examples of how differing values and beliefs may come into conflict in a democracy. c. Demonstrate democratic approaches for resolving conflicts. d. Imagine problems that would result without rules, laws, and means of resolving conflicts. e. Contribute to the development of classroom rules. f. Define terms such as majority, minority, fairness, discrimination, and equal opportunity. g. Support individuals' rights to have differing opinions. h. Participate in making appropriate group decisions in regard to class rules and group projects. i. Accept responsibility for group and individual decisions and actions.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent 7.5 hours
or
Approximate amount of class time 3 weeks

GRADE LEVEL OR SUBJECT: Fourth

UNIT OR TOPIC: Democratic Principles and Citizenship

TEXT: Indiana The World Around Us

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Develop a school map demonstrating the rules of the building.	Graph paper
B. Critical Thinking Skills: What would some of the possible consequences be if there were no traffic signals? (laws, rules, etc.)	Maps of traffic patterns
C. Graphic Interpretation: Using a chart of the judicial process, show how conflict is resolved with the democratic process.	Chart of judicial process
D. Communication & Research Skills: Develop a list of classroom rules and consequences among the students.	Lists of different classroom rules
E. Other Social Studies Skills: Using blue eyes and brown eyes discuss an experience - majority, minority, fairness and discrimination.	Site examples of discrimination based on sex and race (Harriet Tubman, Roots) etc.

General - 1. Kokomo Kit - Indiana History 2. Warren Township History 3. Textbook listing in organizer (section of each unit) 4. Township - Indiana (films, filmstrips, software.)

Course Title: SOCIAL STUDIES - 5TH GRADE

Course Description: U.S. HISTORY AND GEOGRAPHY is the study of the states from the time of exploration to colonization to freedom, which includes geographies, economies, cultures and sources toward the establishment of democracy in the United States today.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. The historical movements that influenced the development of the United States	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 6. Examine the role of famous men and women in history from various ethnic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 9. Develop higher level thinking skills. 17. Analyze conflict and cooperation. 16. Encourage positive human interaction with the environment.	a. Describe the migration of people from Asia to North America. b. Identify specific Indian groups and describe their lifestyles before the arrival of the Europeans. c. List explorers of the New World and describe their influence upon early colonization. d. Name major minority and majority historical figures and describe their involvement in the development of the United States. e. Identify bartering as the simplest form of exchange and recognize that people willingly exchange goods and services in markets to satisfy wants. f. Compare how various ethnic groups contributed to the development of the United States.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time 6 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: Historical movements that influenced the development of the United States

TEXT: People in Time and Place, Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Identify on a map a strait, desert, plateau, isthmus, and peninsula. 2. Locate regions in the United States where the Plains Indians lived.	Chapter 3 of text - Prehistoric Indians Chapter 4 of text - Explorers Chapter 5 of text - Spanish Influence Chapter 6 of text - European influence
B. Critical Thinking Skills: Synthesize how the Plains Indians adapted to their harsh environment.	Maps/globes
C. Graphic Interpretation: 1. Interpret how Mound Builders traveled by looking at the picture on pg. 98. 2. Use timeline to show voyages of exporation.	Films: American Indians; A Brief History V1654 Pioneer Journey Across the Appalachians 0768

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. Communication & Research Skills: Evaluate Columbus's greatest accomplishments in written form. Compare how various ethnic groups contributed to the development of the United States.	Film: Had You Lived Then: Life in the Woodlands Before the White Man 0736
E. Other Social Studies Skills: Discuss the effects of Ponce de Leon's search for an actual "Fountain of Youth".	

Grade 5 Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. The physical characteristics of the United States and its relationships to geographic regions of the world	3. Develop basic geographic literacy. 10. Apply knowledge to solve problems through use of appropriate research. 8. Understand social studies terms/concepts. 9. Develop higher level thinking skills. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 15. Pursue active civic responsibility. 1. Explain what we mean when we exhibit patriotism and citizenship. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment.	a. Identify symbols and use scale to measure distance on maps and globes. b. Use latitude and longitude to measure distance, determine direction, and locate points on maps and globes. c. Use symbols on maps and globes to identify and interpret data. d. Locate specific land forms, countries, states, cities/places on maps and globes. e. Hypothesize about the reasons for the locations of specific places, such as near a body of water, unique land form, transportation route, natural resources and source of power. f. Compare physical regions in North America and within the United States and explain major differences in cultural influences and life styles, such as climate, history, land forms and language/dialect. g. Identify how regions depend upon each other and the rest of the world. h. Explain ways in which personal choices and public decisions influence environmental conditions. i. Evaluate the consequences of sharing boundaries with other nations, such as differing national aspirations, standards of living, currencies, immigration, trade and environmental problems. j. Locate ethnic enclaves. k. Interpret names of places with Indian names.

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
		l. Identify the factors that determine the demand for goods and services.
		m. Explain how the world's productive resources are unequally distributed among nations.
		n. Explain how income is unequally distributed among ethnic groups and men and women.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time 4 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: Physical characteristics of the United States and its relationship to Geographic regions of the world

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locate cities by using the grid system. 2. Use latitude and longitude to measure distance, direction and locate points.	Chapter 1, lesson 1
B. Critical Thinking Skills: 1. Compare the different hemispheres to see which has the most land. 2. Compare types of maps.	Maps/globes
C. Graphic Interpretation: Chart the regions in the United States and how much average precipitation falls in each; chart temperature in the regions.	Films: Maps: Symbols & Terms V1579 Pacific Coast States V5045 United States: Geography of a Nation 1639

Over

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. Communication & Research Skills: Do research on natural resources in the various regions (oil, grain, fishing, etc.)	Film: Latitude and Longitude 1495
E. Other Social Studies Skills: Understand how a canal lock works.	Make a model of a canal.

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. The components and characteristics of the United States government	7. Explain essential characteristics of local, state and national government. 8. Understand social studies terms/concept. 1. Explain what we mean when we exhibit patriotism and citizenship. 4. Compare and contrast governments/cultures/values and beliefs. 15. Pursue active civic responsibility. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 17. Analyze conflict and cooperation.	a. Define democracy. b. Trace the origin and explain the purpose of the Constitution of the United States and the Bill of Rights. c. Describe the three branches of the United States government and their functions. d. Propose reasons for voting and participating in the election process in order to preserve their rights and to fulfill their responsibilities as United States citizens. e. Describe the formation of political parties. f. Examine the election process. g. Describe the responsibility of the government to its citizens and the citizens to their government. h. Examine ways by which citizens may effectively voice opinions and effect change in government. i. Analyze ways in which various religious beliefs influenced the formation of government. j. Explain how governments attempt to achieve economic goals. k. Explain why blacks and women were not given the same rights as white males.

Over

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
		l. Describe how democracy changed from the earliest days to present time.
		m. Analyze how changes in our democracy have impacted various groups.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hour spent ____________
or
Approximate amount of class time 2 weeks

GRADE LEVEL OF SUBJECT: Fifth

UNIT OR TOPIC: The components and characteristics of United States government

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Show where 3 branches of government are located.	Use the Constitution to identify language establishing three branches of government.
B. Critical Thinking Skills: 1. Evaluate the three branches of government and their powers. 2. Compare jobs of national and state governments.	Chapter 14 (A New Government)
C. Graphic Interpretation: 1. Make a flow chart to show how a bill becomes a law. 2. Decide if a specific law is constitutional or not.	Barrett Diehl- essay on patriotism

Over

Components & characteristics - Fifth Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
D. Communication & Research Skills: Write what the purpose of government is according to the Declaration of Independence.	Analyze: (have handouts) Star Spangled Banner Pledge of Allegiance
E. Other Social Studies Skills:	Films: Executive Branch V5031 How a Bill Becomes a Law 1631 Our Country's Flag 0033 Pledge to the Anthem Behind the Words 1640

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Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. The resources and market relationships that influence the way people produce goods and services and earn a living in different parts of the United States	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 13. Establish an awareness of current issues and events and their relationship to individuals, states, and nations. 17. Analyze conflict and cooperation.	a. Explain how economic decisions are made in a market economy by demonstrating the relationship among factors such as price, supply, and demand. b. Examine economic institutions and the role they play in the economy. c. Assess the impact of unemployment on individual, family, and the economy. d. Give evidence that shows how regions of the United States are economically connected (interdependent) with other regions in the United States and other countries. e. Explain how interdependence is a result of specialization and how specialization is related to the production of goods and services. f. Identify natural resources and occupations found in the regions of the United States. g. Analyze the distribution of men and women, and whites and non-white in economic conditions, such as unemployment, income and occupations.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ____________
or
Approximate amount of class time 2 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: The resources and market relationships that influence the way people produce goods and services and earn a living in different parts of United States

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Use maps to find the distribution of corn, wheat, cotton, and soybeans etc.	Chapter 2 Maps
B. **Critical Thinking Skills:** Predict what will happen if forests are knocked dowm for apartments.	Films: Carver, George Washington 1624 Ford, Henry 0880
C. **Graphic Interpretation:** Make a graph showing value of the major crops in the United States.	
D. **Communication & Research Skills:** Research products that come from the soybean or a pine tree.	Bring in a soybean plant. Show a drawing of a pine tree.
E. **Other Social Studies Skills:** Discuss the value of manufactured goods in the states.	

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
V. The diverse cultural contributions that influence the heritage of the United States	4. Compare and contrast different governments/cultures/values and beliefs. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 1. Explain what we mean when we exhibit patriotism and citizenship. 11. Appreciate role and interaction of individual, family, social and political and economic groups. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Identify specific cultural ethnic and religious groups and their contributions to the United States. b. Explore the cultural heritage of specific individuals and groups. c. Identify and evaluate factors that develop pride in the individual, the community and the country. d. Compare similarities and differences of cultures within the United States and with those of other countries. e. Compare the similarities and differences of the roles of men and women across cultures.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hour spent ______
or
Approximate amount of class time 10 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: The diverse cultural contributions that influence the heritage of the United States

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate and label on a map the physical characteristics and products of the southern, middle, and northern colonies.	Chapter 3 English influences Chapter 7-9 on colonies
B. Critical Thinking Skills: 1. Compare similarities and differences of cultures that influenced the United States. 2. Analyze how slave trade affected our culture.	Literature: Amos Fortune, Free Man by Elizabeth Yates
C. Graphic Interpretation: Make a timeline to show who founded the various colonies and when.	Films: Plymouth Colony: The First Year 1544 The War of 1812 0788 Oregon Trail 1480 Shot Heard Around the World 0859

Diverse cultural contributions - Fifth Grade (cont.)

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
C. Graphic Interpretation: (cont.)	Films: Colonial America in the 1760's by Esther Forbes 0776 Colonial Life in New England 0072 Colonial Life in Middle Colonies 0073 Colonial Life in the South 0075
D. Communication & Research Skills: Gather information on why Anne Hutchinson was put on trial because of religious ideas.	
E. Other Social Studies Skills: Discuss different cultures point of view on why they came to settle here.	Literature: Tremain, Johnnie by Esther Forbes Tubman, Harriet (underground railroad) Identify books by or about individuals individuals from Black, Asian, Hispanic, Indian, and female persons.

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. Groups in the United States that have influenced patterns of national behavior **Exit Outcomes (cont.)** 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.	8. Understand social studies terms/concepts. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 2. Demonstrate knowledge of how our community/our state/our nation began. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibiliites of each individual as a member of a multicultural non-sexist society. 10. Apply knowledge to solve problems through use of appropriate research. 9. Develop higher level thinking skills. 15. Pursue active civic responsibility.	a. Discuss the different kinds of social groups to which men and women belong. b. Describe the characteristics of groups that influenced the early development of the United States. c. Describe perspectives on human rights held by various groups before and after the Civil War. d. Examine how groups, such as unions and political parties, have influenced the development of the United States. e. Recognize that men and women have both group responsibilities and responsibility to self and that these may sometimes be in conflict. f. Explore how the average man or women can and should be involved in civic affairs.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time 4 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: Groups in the United States that have influenced patterns of national behavior

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locate area of Civil War	Chapter 18 Chapter 19 Civil War
B. Critical Thinking Skills: 1. Analyze how women helped during the Civil War. 2. Go back and list causes that made the Civil occur.	Literature: Uncle Tom's Cabin by Harriet Beecher Stowe My Brother Sam is Dead by James Christopher Collier
C. Graphic Interpretation: Use a chart to show advantages and disadvantages for both sides.	Films: Abraham Lincoln: A New Birth of Freedom 1492A The Civil War; A House Divided 0846 Nation in Crisis 0812
D. Communication & Research Skills: Report on allies.	
E. Other Social Studies Skills: Try to respect other's views during the depression.	

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Current issues affecting daily life in the United States Exit Outcomes (cont.) 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 10. Apply knowledge to solve problems through use of appropriate research. 2. Demonstrate knowledge of how our community/our state /our nation began. 8. Understand social studies terms/concepts. 9. Develop higher level thinking skills. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Examine the role played by media in shaping group consensus. b. Use several sources to gather and organize information about current issues and events. c. Explore the relationship of a current issue or event to events and conditions in the past. d. Project how an important current event may effect their lives economically, politically and socially. e. Identify different points of view on a current issue. f. Suggest possible solutions to specific problems which affect their communities. g. Examine alternative methods of conflict resolution in view of the overuse of the courts. h. Apply a decision-making model to a current problem or problems by identifying possible alternative actions and listing the criteria which might be used to evaluate those alternatives. i. Examine non-white minority and female attitudes and points of view with regard to key issues and events.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ____________
or
Approximate amount of class time 2 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: Current issues affecting daily life in the United States

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locate our allies and enemies on a map and globe. 2. Look up locations such as Pearl Harbor etc. in relationship to the other countries we fought.	Scholastic or Weekly Reader
B. Critical Thinking Skills: Predict developments in manufacturing that will change our future. Example: (assembly line in the 1920s changed manufacturing)	
C. Graphic Interpretation: Outline the events that led to a World War.	Films: Victory at Sea; Quadal Canal
D. Communication & Research Skills: Report on allies.	
E. Other Social Studies Skills: Try to respect other's views during the depression, and/or during a time of economic progress.	

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VIII. Sources of information used to draw conclusions and make decisions	10. Apply knowledge to solve problems through use of appropriate research. 9. Develop higher level thinking skills. 8. Understand social studies terms/concepts. 6. Examine the role of famous men and women from various ethnic groups.	a. Interpret information about life in the United States presented in graphs, charts, maps, time lines, polls, pictures, and political cartoons. b. Organize information in simple charts, graphs, and time lines. c. Use newspaper articles, computer software, magazines, radio and television reporting and firsthand experiences (such as interviews, surveys) to study a problem. d. Compare ways in which different media report about events, problems, and issues. e. Distinguish between primary sources (documents such as diaries, letters, drawings, and photographs created by people who witnessed events) and secondary sources (textbooks and encyclopedia articles.) f. Role play minority and majority individuals representing different interpretations of an historical event or issue.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ____________
or
Approximate amount of class time 2 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: Sources of information used to draw conclusions and make decisions

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	**SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.**
A. **Map Skills:** Locate the current news on a map.	
B. **Critical Thinking Skills:** Compare how T.V. and radio report the news as compared to the newspaper or magazine.	
C. **Graphic Interpretation:** Analyze political cartoons in the newspaper.	
D. **Communication & Research Skills:** Do an oral report on someone in media.	Role play minority and majority individuals in history.
E. **Other Social Studies Skills:**	

Grade 5

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IX. The democratic principles that led to the development of the United States as a nation and citizenship skills. __Exit Outcomes (cont.)__ 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	1. Explain what we mean when we exhibit patriotism and citizenship. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 7. Explore essential characteristics of local, state and national government. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 15. Pursue active civic responsibility.	a. Explain how diverse beliefs and circumstances led to the colonization of the United States. b. Describe and evaluate the struggle in our society for equal opportunity for all people. c. Examine the ways the Constitution and Bill of Rights protect people's rights. d. Propose reasons for and justify why laws and rules are needed. e. Evaluate a set of rules or laws. f. Contribute to the development of class rules and government. g. Work cooperative in groups to share learning resources, examine problems/conflicts, and suggest possible solutions or compromises. h. Accept responsibility for group and individual decisions and actions, both political and economical. i. Discuss affirmative action, equal housing opportunity, and equal educational opportunity.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ____________
or
Approximate amount of class time 6 weeks

GRADE LEVEL OR SUBJECT: Fifth

UNIT OR TOPIC: The democratic principles that led to the development of the United States as a nation and citizenship skills

TEXT: Our Country
Silver Burdett & Ginn

SKILLS USED	SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Locate cities (like Philadelphia) on maps where early government started.	Chapter 12 (early) Chapter 10 (how ideas developed for self-government) Chapter 6 (early)
B. **Critical Thinking Skills:** Analyze reasons rules are needed and why they are justified.	Read literature: Pilgrims of Plymouth by Marcia Sewall
C. **Graphic Interpretation:** Make a timeline to show how America becomes independent.	
D. **Communication & Research Skills:** Write how English government influenced our own self-government.	Do research on George Washington
E. **Other Social Studies Skills:** Evaluate school and classroom rules.	Analyze: Constitution Bill of Rights (Use handouts)

Course Title: Grade 5 - Academically Advanced Social Studies

Course Description:

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Describe the historical movements that influenced the development of the United States. **Exit Outcomes (cont.)** 17. Analyze conflict and cooperation.	6. Examine the role of famous men and women in history from various groups. 3. Develop basic geographic literacy. 2. Demonstrate knowledge of how our community/our state/our nation began. 8. Understand Social Studies terms/concepts. 10. Apply knowledge to solve problems through use of appropriate research. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	a. List explorers of the Western Hemisphere and describe their influence upon early colonization. b. Trace the events that led to the establishment of the United States. c. Name major majority and minority historical figures and describe their involvement in the development of the United States. d. Explain the role of minorities in the development of the United States. e. Analyze the social and political institutions developed in the United States. f. Demonstrate contributions from various cultural groups to the growing America. g. Examine the roles of conflict and cooperation between the European andthe Native American. h. Analyze the role and contributions of women in the settlement of the western hemisphere.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 5 AA.

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: I. Describe the historical movements that influence the development of the United States.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Drawing Conclusions from Maps 3. Summarizing Information from Maps	*See regular fifth grade for films and Literature Computer Software:
B. Critical Thinking Skills: 1. Predicting Effects 2. Assessing Cause and Effects 3. Forming Conclusions 4. Synthesizing Information	1. Hangman with Mr. Money, Economics 332.4 Ha 2. History, 372.8 Hi 3. American Indians 970.004 In Co 4. Cross Country U.S.A. 917.3
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables	5. Elementary Vol.3 Social St. (Economics & States & Capit) 300 El
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. Locating and Gathering Information	6. Game of the States 917.2 Ga (States and Capitols) 7. Indians, Indians Computer Kit 970.004 In 8. Jenny's Journey Map 912 Je
E. Other Social Studies Skills: 1. Seeing Others' Points of View 2. Developing a sense of Chronology	

Grade 5 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Identify the physical and cultural characteristics of the United States and describe their relationships to geographic regions of the world.	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 14. Appreciate the cultural diversity found in out country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Identify symbols and use scale to measure distance on maps and globes. b. Use latitude and longitude to measure distance, determine direction, and locate points on maps and globes. c. Use symbols on maps and globes to identify and interpret data. d. Locate specific land forms, countries, states, cities/places on maps and globes. e. Hypothesize about the reasons for the locations of specific places, such as near a body of water, unique landform, transportation route, natural resources, and source of power. f. Explain ways in which personal choices and public decisions influence environmental conditions. g. Evaluate differing national aspirations, standards of living, currencies, immigration, trade, and environmental problems. h. Examine the distribution of various Indian tribes in the United States prior to the conquest of those tribes. i. Examine the geographical distribution of various nationalities and ethnic groups in the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 5 AA.

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: II. Identify the physical and cultural characteristics of the United States and describe their relationships to geographic regions of the world.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locating Places on Maps 2. Drawing Conclusions from Maps 3. Summarizing Data from maps	9. MECC Dataquest. The Fifth States 001.64 Me 10. Meet the Presidents 920 Me 11. The Market Place, Economics, 380 Ma
B. Critical Thinking Skills: 1. Evaluating Sources of Information 2. Forming Conclusions 3. Summarizing Data	12. The Oregon Trail, History, 973.8 Or. 13. The Sea Voyagers, Exploration, 910.4 Sea 14. Where in the U.S.A. is Carmen Sandiego 310 Wh
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables	15. Create-a-Base 001.64 Cr. 16. Bank Street Writer
D. Communication & Research Skills: 1. Building Vocabulary 2. Locating and Gathering Information 3. Using Reference Books	
E. Other Social Studies Skills: 1. Seeing Others' Points of View	

Grade 5 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Describe the components and characteristics of the United States government.	1. Explain what we mean when we exhibit patriotism and citizenship. 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	a. Define democracy. b. Trace the origin and explain the purpose of the Constitution of the United States and the Bill of Rights. c. Describe the three branches of the United States government and their functions. d. Propose reasons for voting and participating in the election process in order to preserve their rights and to fulfill their responsibilities as United States citizens. e. Examine the election process. f. Describe the responsibility of the government to its citizens and the citizens to their government. g. Examine ways by which citizens may effectively voice opinions and effect change in government. h. Explain why blacks and women were not given the same rights initially as white males in the Constitution.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 5AA

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: III. Describe the components and characteristics of the United States Government.

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. *See Regular 5th Grade Listing.
B. Critical Thinking Skills: 1. Synthesizing Information 2. Drawing Inferences	
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables 2. Interpreting Political Cartoons	
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Using Reference Books 3. Debating Issues	
E. Other Social Studies Skills: 1. Distinguishing Facts from Opinion	

Grade 5 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. Describe the resources and market relationships that influence the way people produce goods and services and earn a living in different parts of the United States. V. Describe the representation of women and minorities in various occupational categories.	5. Exhibit an understanding of how our community/our state/our nation began. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Explain how economic decisions are made in a market economy by demonstrating the relationship among factors such as price, supply, and demand. b. Explain how interdependence is a result of specialization and how specialization is related to the production of goods and services. c. Explain why men and women specialize in different careers and occupations. d. Name different types of careers and occupations and explain how they benefit everyone. e. Explore career possibilities and speculate why certain careers are more common in one region of the United States than in another. f. Analyze the representation of all races in various occupation groups and/or salary categories.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min

GRADE LEVEL OR SUBJECT: 5AA

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: IV. & V. Describe the resources and market relationships that influence the way people produce goods and services and earn a living in a different parts of the United States.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Making Inferences from Maps	*See Regular 5th Grade Listing.
B. Critical Thinking Skills: 1. Analyzing Comparisons 2. Making Decisions 3. Making Generalizations 4. Recognizing Values	
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables 2. Interpreting Photos and Fine Arts 3. Understanding population demographics and distributions.	
D. Communication & Research Skills: 1. Developing Reading Comprehension 2. Building Vocabulary 3. Organizing and Expressing Ideas in Written Form 4. Locating and Gathering Information	
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Detecting Stereotypes 3. Seeing Other's Points of View 4. Distinguishing Fact from Opinion	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. Identify and analyze groups in the United States that have influenced patterns of national behavior.	4. Compare and contrast different governments, cultures/values and beliefs. 1. Explain what we mean when we exhibit patriotism and citizenship. 6. Examine the role of famous men and women in history from various ethnic groups. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. 3. Develop basic geographic literacy.	a. Discuss the different kinds of social and/or ethnic groups to which people belong. b. Describe the characteristics of groups that influenced the early development of the United States. c. Describe perspectives on human rights held by various groups before and after the Civil War. d. Examine how groups, such as unions and political parties, have influenced the development of the United States. e. Recognize that an individual has both group responsibilities and responsibility to self and that these may sometimes be in conflict. f. Examine the definition of American and what such a definition implies to one's ethnic, racial, or national identity.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min

GRADE LEVEL OR SUBJECT: 5AA

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: VI. Identify and analyze groups in the United States that have influenced patterns of national behavior.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Locating Places on Maps	*See Regular 5th Grade Listing
B. Critical Thinking Skills: 1. Formulate Hypothesis 2. Analyzing comparisons 3. Assessing Cause and Effect 4. Recognizing Values 5. Synthesizing Information 6. Drawing Inferences 7. Summarizing Data	
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables 2. Interpreting Photos and Fine Arts	
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Using Reference Books 3. Making Oral Reports 4. Organizing and Expressing Ideas in Written Form	
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Interpreting Primary Sources 3. Detecting Stereotypes 4. Seeing Others' Point of View 5. Distingishing Fact	

Grade 5 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Examine current issues affecting daily life in the United States.	1. Explain what we mean when we exhibit patriotism and citizanship. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Use several sources to gather and organize information about current issues and events. b. Explore the relationship of a current issue or event to events and conditions in the past. c. Project how an important current event may affect their lives. d. Identify different points of view on a current issue from the perspectives of gender, race, handicap, ethnicity, or socioeconomic status. e. Suggest possible solutions to specific problems which affect various communities. f. Examine alternative methods of conflict resolution in view of the overuse of the courts. g. Apply a decision-making model to a current problem or problems by identifying possible alternative actions and listing the criteria which might be used to evaluate those alternatives. h. Review multicultural societies in contrast to monocultural societies with regard to human relations issues.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 5AA

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: VII. Examine current issues affecting daily life in the United States.

I. SKILLS USED A. Map Skills: 1. Making Inferences from Maps 2. Summarizing Data from Maps	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. *See Regular 5th Grade Listing
B. Critical Thinking Skills: 1. Formulate a Hypothesis 2. Predicting Effects 3. Making Decisions 4. Assessing Cause & Effect 5. Recognizing Values 6. Making Generalizations 7. Forming Conclusions 8. Synthesizing Information 9. Drawing Inferences 10. Summarizing Data	
C. Graphic Interpretation: 1. Using Charts, Graphs, and Tables 2. Interpreting Political Cartoons	
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. Locating and Gathering Information 4. Using Reference Books 5. Debating Issues 6. Organizing and Expressing Ideas in Written Form	
E. Other Social Studies Skills: 1. Seeing Others' Points of View 3. Developing a Sense of Chronology 2. Distinguishing Fact from Opinon	

Grade 5 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VIII. Draw conclusions and make decisions based on relevant data derived from a variety of sources.	4. Compare and contrast different cultural values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 7. Explore essential characteristics of local, state, and national government. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural society. 17. Analyze conflict and cooperation.	a. Interpret information about life in the United States presented in graphs, charts, maps, time lines, polls, pictures, and cartoons. b. Organize information in simple charts, graphs, and timelines. c. Use newspaper articles, magazines, radio and television reporting and firsthand experiences (e.g., interviews, surveys) to study a problem. d. Compare ways in which different media report about events, problems, and issues. e. Distinguish between primary sources (documents such as diaries, letters, drawings, and photographs created by people who witnessed events) and secondary sources (textbooks, encyclopedia articles, etc.). f. Role play individuals representing different interpretations of an historical event or issue. g. Examine demographic data on men and women, and on minorities in the United States. h. Analyze demographic data on the handicapped and disabled in the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 5AA

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: VIII. Draw conclusions and make decisions based on relevant data derived from a variety of sources.

I. SKILLS USED A. Map Skills: 1. Using Information from Maps	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. *See Regular 5th Grade Listing
B. Critical Thinking Skills: 1. Evaluating Dources of Information 2. Analyzing Comparisons 3. Predicting Effects 4. Making Decisions	
C. Graphic Interpretation: 1. Using Charts, Graphs, and Tables 2. Interpreting Political Cartoons	
D. Communication & research Skills 1. Locating and Gathering Information 2. Using Reference Books 3. Debating Issues	
E. Other Social Studies Skills: 1. Interpreting Primary Sources 2. Detecting Stereotype 3. Seeing Others' Point of View	

Grade 5 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IX. Develop a commitment to the democratic principles that led to the development of the United States as a nation through practice of citizenship skills in the school community. Exit Outcomes (cont.) 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different cultural values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, states and nations.	a. Explain how diverse beliefs and circumstances led to the colonization of the United States. b. Describe and evaluate the struggle in our society for equal opportunity for all people. c. Examine the ways the Constitution and Bill of Rights protect people's rights. d. Propose reasons for and justify why laws and rules are needed. e. Evaluate a set of rules or laws. f. Contribute to the development of class rules and government. g. Work cooperatively in groups to share learning resources, examine problems/conflicts, and suggest possible solutions or compromises. h. Accept responsibility for group and individual actions. i. Examine how the judicial system punishes minorities in contrast to non-minorities. j. Explain the discrepancy between the number of women and men in leadership positions in groups, government, and society.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 5AA

TEXT: People in Time & Place, Our Country
Silver Burdett & Ginn

UNIT OR TOPIC: IX. Develop a commitment to the democratic principles that led to the development of the United States as a nation through practice of citizenship skills in the school community.

I. SKILLS USED: A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. *See Regular 5th Grade Listing
B. Critical Thinking Skills: 1. Analyzing Comparisons 2. Recognizing Values 3. Synthesizing Information 4. Drawing Inferences 5. Summarizing Data	
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables	
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. Organizing and Gathering Information 4. Debating Issues	
E. Other Social Studies Skills: 1. Interpreting Primary Sources 2. Seeing Others' Point of View	

COURSE TITLE: Grade 6 - Global Studies: Western Cultures

COURSE DESCRIPTION: In the sixth grade, students should compare the history, geography, government, economic systems, current issues, and cultures of the Western World, with an emphasis on Western Europe; North, South, and Central America; Australia and New Zealand. Instructional programs for sixth-grade students should include experiences that foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills should include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and tolerance of others.

Major Topics (Instructional Content)

A. GEOGRAPHY

I. Location

A. Absolute meaning the site or location given in longitude and latitude.

B. Relative meaning the situation of a spot in relation to things around it.

II. Place

A. The physical and human characteristics of a spot.

III. Human - Environment Interaction

A. Relationships within a place.

B. How we affect the environment around us and are in turn affected by it.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
14. Appreciate cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success (Learner Outcome Statements)

a. Hypothesize about the natural environment of places in relationship to their exact (longitude and latitude) and relative locations in the Western World.

b. Forecast the physical features (land and water forms, climate, natural vigilation, etc.) that influence cultural development in the regions of the Western World.

c. Analyze cultural characteristics of regions (language, nationality, religion, etc.) and determine the effects of cultural contacts among societies of the Western World.

d. Evaluate the changes in the distribution patterns (population, resources, etc.) of the Western World.

e. Plan hypothetical journey which involves various methods of transportation, scheduling, time changes, directions, distances and seasonal changes.

f. Evaluate how physical geography, specialization, and trade influence the way people earn income in various countries of the Western World.

Grade 6 - Western World

Major Topics Instructional Content	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. Movement		
A. Mobility is essential part of our lifestyle.		
B. Humans interact and are independent.		
C. Movement means change.		
V. Region		
A. An area characterized by a particular unifying feature or set of features which distinguish the region from its surroundings.		
VI. Basic Skills		
Relevant data derived from a variety of sources, formulated conclusions, and present findings that relate to various cultures of the Western World.	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 3. Develop basic geographic literacy. 8. Understand Social Studies terms/concepts. 17. Analyze conflict and cooperation.	a. Interpret information about societies of the Western World presented in graphs, charts, maps, timelines, polls, pictures, and cartoons. b. Identify, evaluate, and utilize appropriate reference materials and data sources. c. Record sources of information and develop note taking and outlining systems. d. Role play or simulate individual/group behavior related to an event affecting societies of the Western World. e. Prepare original written and oral reports and presentations on topics related to courntries of the Western World. f. Distinguish fact from opinion in data sources.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 900 Min.

GRADE LEVEL OR SUBJECT: 6th Grade

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: Geography

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locating places on maps 2. Using Information from Maps 3. Drawing Conclusions from Maps 4. Summarizing Data from Maps	Film & video 1657. South American, Physical Geography 1987; Film 1047 Volcanos: Exploring the Restless Earth Film: 1495 Latitude and Longitude EBEC I-J 14 Min. C. 1981
B. Critical Thinking Skills 1. Formulate Hypotheses 2. Analyzing Comparisons 3. Forming Conclusions	Film: The Sea and Me 1607; Film 0901 Amazons Jou 1980 Film: 1647 Dur; Film & V.Maps: Symbols & Terms 1579 1983
C. Graphic Interpretation: 1. Interpreting Photos and Fine Art 2. Using Charts, Graphs and Tables 3. Interpreting Political Cartoons	Earth (P) Primary; Film: 0061, The Earth Stanf, 1983; Film Symbols & Terms Maps 1579
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. Organizing and Expressing ideas in Written Form.	Film 1643 Study Skills: Reading for Information; Film: 1539 - Climate and the World we Live In 1900; Video: 1539 Climate and the World We Live In 1980-1567
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Seeing Others' Points of View	Film 1641 Study Skills: Getting the Best Results; Film 1642 Study Skills - Note-Taking and Outlining; Film and Video: Families of the World - Australia 1987

Grade 6 - Western World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
B. HISTORY I. The effect of historical events, figures, and decisions on world events. II. The influence of physical and cultural factors upon the social systems found in countries of the Western World. III. Those factors from past and current events that may influence future conditions in various cultures of the Western World.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Explore major historical figures from societies of the Western World and their influence on a specific culture and the world. b. Assess the causes of major historical events affecting societies of the Western World and their influence on the past, present, and future of a specific culture. c. Analyze a major historical decision affecting the societies of the Western World and develop probable alternative outcomes of that decision. d. Compare and contrast the concurrent chronological events occurring in the various Western World cultures.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 900 Min.

GRADE LEVEL OR SUBJECT: 6th Grade

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: History

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Making Generalizations from Maps 2. Summarizing Data from Maps 3. Making Inferences from Maps	A Variety of Films, Visuals and Books
B. Critical Thinking Skills: 1. Recognizing Values 2. Forming Conclusions 3. Summarizing Data 4. Making Generalizations	
C. Graphic Interpretation: 1. Interpreting Photos and Fine Art 2. Using Charts, Graphs and Tables 3. Interpreting Political Cartoons	
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Using Reference Books 3. Making Oral Reports	Film 1424 - The Reference Section
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Seeing Others' Point of View 3. Distinguish Fact from Opinion	

Grade 6 - Western World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
C. SOCIAL Culture, Language, Religion I. Explain the relationship between physical and cultural features on the earth's surface. II. An understanding that all cultures share common elements regardless of their diversity.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment.	a. Classify cultural characteristics of regions (language, nationality, religion) and determine the effects of cultural contact among the societies of the Western World. b. Explore ways in which people of the Western World have used and adapted to their environments (housing, clothing and modes of transportation.) c. Predict important global issues that affect the Western World such as (food, population growth, energy, human rights) and examine contrasting perspectives on those problems. d. Using cultures of the Western World, compare and contrast characteristics of culture that make people alike and/or different. e. Using cultures of the Western World, analyze the needs that influence the lives of all people. f. Using cultures of the Western World, analyze the relationship between cultural development and the ways people satisfy their needs and wants. g. Using cultures of the Western World, recognize and evaluate forces that result in cultural change. h. Compare four key cultures of the Western World and analyze their economic status.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. An understanding of the relationship between individual and group behavior.		a. Using societies of the Western World, classify social groups to which people belong. b. Using societies of the Western World, evaluate the effects of social groups on society. c. Using societies of the Western World, explore the effects of individuals' behavior on society. d. Using societies of the Western World, assess how individual behavior is influenced by social groups. e. Using societies of the Western World, predict how social groups are influenced by the behavior of members. f. Using societies of the Western World, assess what are acceptable behaviors in social groups. g. Using societies of the Western World, create an understanding of and respect for societal and individual differences.
SOCIAL IV. Those factors from past and current events that may influence future conditions in various cultures of the Western World.		a. Research and evaluate a current issue that affects societies of the Western World. b. Analyze the relationship between a current issue affecting societies of the Western World and the local, national, and international community. c. Evaluate proposed solutions to a current issue affecting societies of the Western World. d. Forecast hypothetical outcomes of a current issue affecting societies of the Western World. e. Outline steps to reach a desired outcome for an issue affecting societies of the Western World.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 900 Min.

GRADE LEVEL OR SUBJECT: 6th Grade

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: Social: Culture, Language and Religion

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Making Generalizations from Maps 2. Using Information from Maps 3. Making Inferences from Maps	Film & V. 1655: South America - A Blend of Culture 1987; Film: 1496 - Austria JOU J-S 19 Min., C.,1986;
B. Critical Thinking Skills: 1. Predicting Effects 2. Evaluating Sources of Information 3. Synthesizing Information	Film & V: 1658, South America: Rural Life 1987; Film 0881 Belgium Jou 1985 1985; Film & V. 1659: South America, Urban Life 1987;
C. Graphic Interpretation: 1. Interpreting Photos 2. Interpreting Political Cartoons	V and Film - 1579 Maps: Symbols and Terms Film: 0871 Character of the People: Style - Jou 1985
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. Organizing and Expressing Ideas in Written Form 4. Debating Issues	Film: 0894 Discover Sweden Jou 1985
E. Other Social Studies Skills: 1. Detecting Stereotypes 2. Seeing Others' Points of View 3. Distinguish Fact from Opinion	Film: 0751 Week in the Life of a Mexican Student AIMS. 1986

Major Topics
(Instructional Content)

D. POLITICAL - GOVERNMENT

I. The relationship between civic responsibility and the political structure in various societies of the Western World.

II. The influence of physical and cultural factors upon political systems found in countries of the Western World.

III. Those factors from past and current events that may influence future political conditions in various cultures of the Western World.

Exit Outcomes
(Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.

5. Exhibit an understanding of interdependence and demonstrate global awareness.

8. Understand Social Studies terms/concepts.

9. Develop higher level thinking skills.

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interaction of various individual, family, social, political and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nation.

Indicators of Success
(Learner Outcome Statements)

a. Clarify major forms of government found in countries of the Western World and compare responsibilities and freedoms within each.

b. Construct a citizen's role within contrasting cultures of the Western World and compare it to the students' role in their cultures.

c. Compare and contrast the ways in which orderly change may take place within U.S. cultures with that of nations in the Western World.

d. Analyze the cultural influences that affect the political structure of a culture of the Western World from the past to the present.

e. Interpret the role of government in a market system and a planned economy found in countries of the Western World.

f. Synthesize a desired outcome for a political issue affecting societies of the Western World.

g. Examine the role of ethnic minorities and women in economic, social and political matters.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	
	15. Pursue active civic responsibility.	
	7. Explore essential characteristics of local, state, and national government.	
	2. Demonstrate knowledge of how our community/our state/our nation began.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 900 Min.

GRADE LEVEL OR SUBJECT: 6th Grade

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: Political and Government

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Making Inferences From Maps 2. Using Information From maps 3. Summarizing Data from Maps	Film: 0885 Finland - Jou 1985 Film on Women, Aged, Minorities, and Handicapped
B. Critical Thinking Skills 1. Assessing Cause & Effect 2. Making Decisions 3. Evaluating Source of Information	Film 1497 Greece Jou 1986
C. Graphic Interpretation: 1. Interpreting Political Cartoons 2. Using Charts, Graphs and Tables	Film: 1498 Ireland Jou 1986
D. Communication & Research Skills: 1. Building Vocabulary 2. Locating and Gathering Information 3. Debating Issues	Film: Norway Jou 1985
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Seeing Others' Points of View 3. Distinguish Fact from Opinion	Film: 1499 Portugal Jou 1986 Film: 1632 Canada Its' Land and Its' People

Grade 6 - Western World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
E. CIVIC RESPONSIBILITY A commitment to effective and responsible participation in the functioning of school and community organizations.	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 7. Explain essential characteristics of local, state, and national government. 15. Pursue active civic responsibility. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to various individuals, communities states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Participate responsibly in at least one service organization in the school and/or community. b. Develop and participate in at least one community service project annually. c. Contribute to student government and/or class government activities. d. Observe school and community rules and regulations. e. Accept responsibility for group and individual actions in the school and community. f. Provide positive leadership for at least one classroom activity or organization in the school and/or community. g. Participate responsibly in at least one minority or women's organization in the school and/or community. h. Analyze student disciplinary statistics by race, gender and grade. i. Analyze the rights of the handicapped in our schools.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time 900 Min.

GRADE LEVEL OR SUBJECT: 6th Grade

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: Civic Responsibility

I. SKILLS USED A. Map Skills: 1. Using Information from Maps 2. Locating Places on Maps	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Making Decisions 2. Summarizing Data 3. Recognizing Values 4. Evaluating Sources of Information	
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables	
D. Communication & Research Skills: 1. Developing Reading Comprehension 2. Organizing and Expressing Ideas in Written Form 3. Locating and Gathering Information	Film: 1484 Library Report 1983
E. Other Social Studies Skills: 1. Detecting Stereotypes 2. Seeing Others' Points of View 3. Distinguishing Fact from Opinion	

Grade 6 - Western World

Major Topics Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
F. ECONOMICS I. The influence of physical and cultural factors upon economic systems found in countries of the Western World. II. Basic economic terms and how they relate to various economic systems.	5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to various individual, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify important global issues that affect the Western World such as (food, population growth, energy, human rights) and examine contrasting perspectives on these problems. b. Assess how physical geography, specialization and trade influence the way people earn income in various countries of the Western World. c. Determine how the different countries of the Western World answer the basic economic questions of what to produce, how to produce, and for whom to produce. d. Compare and contrast how education and technology influence the economic characteristics of various countries of the Western World. e. Investigate the level and source of income in the major countries of the Western World. f. Discover how social institutions, such as religions, influence the economic systems in countries of the Western World. g. Compare and contrast the roles of government in a market system and a planned economy found in countries of the Western World. h. Analyze situations in which the actions of consumers and/or producers are helpful or harmful to others, inside and outside a country, who are not directly involved in the consumption or production of a product. i. Using cultures of the Western World, evaluate the relationship between cultural development and the ways people satisfy their needs and wants.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 900 Min.

GRADE LEVEL OR SUBJECT: 6th Grade

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: Economics

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Drawing Conclusions from Maps 3. Summarizing Data from Maps	Films and V. 1568 - Families of the World: East Germany 1986 Film on Women (when possible)
B. Critical Thinking Skills: 1. Formulate Hypothesis 2. Analyzing Comparisons 3. Forming Conclusions 4. Identifying Assumptions	Films and V. 1571 Families of the World: Mexico 1987
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables 2. Interpreting Political Cartoons	Films and V 1572 - Families of the World - Soviet Union 1987
D. Communication & Research Skills: 1. Building Vocabulary 2. Locating and Gathering Information 3. Organizing and Expressing Ideas in Written Form	Films & V 1656 - South America - Agriculture and Industry
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Seeing Others' Point of View 3. Distinguishing Fact from Opinion	

Course Title: Grade 6 - Academically Advanced Social Studies

Course Description:

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Evaluate the effect of historical events, figures, and decisions on world cultures.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Identify major male and female historical figures from societies of the Western World and their influence in a specific culture and the world. b. Outline the causes of major historical events affecting societies of the Western World and their influence on the past, present, and future of a specific culture. c. Analyze a major historical decision affecting the societies of the Western World and develop probable alternative outcomes of that decision. d. Determine the role of minorities e. Compare and contrast various cultures. f. Analyze a major historical event from the perspective of diverse ethnic groups. g. Evaluate the extent of omission of information in the history of minorities.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: I. Describe the historical movements which influence the development of the United States.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locating Places on 2. Drawing Conclusion from the Maps 3. Summarizing Data from Maps 4. Making Inferences from Maps	See Regular Sixth Grade for Films Computer: 1. Electronic Money, Economics 332.4 El 2. Jenny's Journeys Map 912 Je
B. Critical Thinking Skills: 1. Evaluating Sources of Information 2. Analyzing Comparisons 3. Predicting Effects 4. Assessing Cause and Effect 5. Forming Conclusions 6. Synthesizing information	3. The Market Place Economics 380 Ma 4. Medalists Continents Geography 551.4 Co 5. Sea Voyagers Exploration 910.4 Se
C. Graphic Interpretation: 1. Using Charts, Graphs, and Tables	6. Where in the World is Carmen San Diego World Geography 310 Wh
D. Communication & Research Skills: 1. Building Vocabulary 2. Developing Reading Comprehension 3. Locating and Gathering Information	7. Data Handler in the Classroom 001.64 Da 8. Databases in the Classroom Dataquest Sampler 001.64 Da
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Seeing Others' Point Of View	9. Survey Taker Research 301 Su 10. Timeliner Chronology 529 Ti

Grade 6 Acad. Adv.

Major Topics (Instructional Content)

II. Explain the relationship between physical and cultural features on the earth's surface.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (cont.)

17. Analyze conflict and cooperation.
16. Encourage positive human interaction with the environment.

Indicators of Success (Learner Outcome Statements)

a. Hypothesize about the natural environment of places in relation to their exact (latitude and longitude) and relative locations in the Western World.
b. Identify the physical features (land and water forms, climate, regions of the Western World.
c. Identify cultural characteristics of regions (language, nationality, religion, etc.) and determine the effects of cultural contact among the societies of the Western World.
d. Recognize the changes in the distribution patterns (population, resources, etc.) of the Western World over time.
e. Identify ways in which people in the Western World have used and adapted to their environments (housing, clothing, modes of transportation, etc.).
f. Plan hypothetical journeys which involve various methods of transportation, scheduling, time changes, directions, distances, and seasonal changes.
g. Identify important global issues that affect the Western World (deforestation, acid rain, population growth, etc.) and examine contrasting perspectives on these problems.
h. Know the demographic distribution of various nationalities and ethnic groups.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: II. Explain the relationship between physical and cultural features on the Earth's surface.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Drawing Conclusions from Maps 2. Making Generalizations from Maps 3. Summarizing Data from Maps 4. Making Inferences from Maps	Computer Materials 11. Outlining 808Me 12. Outlining Skills - Organizing Information 327.6 Ou
B. Critical Thinking Skills: 1. Formulate Hypotheses 2. Predicting Effects 3. Making Decisions	13. History 372.Hi
C. Graphic Interpretation: Using Charts, Graphs and Tables	
D. Communication & Research Skills: 1. Organizing and Expressing Ideas in Written Form 2. Making Oral Reports	
E. Other Social Studies Skills: 1. Developing a sense of Chronology	

Grade 6 - Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Compare and contrast the relationship between civic responsibility and the political structures in various societies of the Western World.	4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individaul as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	a. Identify major forms of government found in countries of the Western World and compare responsibilities and freedoms within each. b. Construct a citizen's role within contrasting cultures of the Western World and compare it to the students' roles in their cultures. c. Compare and contrast the ways in which orderly change may take place within United States culture with that of other nations of the Western World. d. Describe the cultural influences that affect the political structure of a culture of the Western World from the past to the present. e. Describe the role of men and women in the political and cultural structure of various societies.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D. C. Heath

UNIT OR TOPIC: III. Compare and contrast the relationship between civic responsibility and the political structures in various societies of the Western World.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Making Inferences from Maps	*See Listing For Regular 6th Grade
B. Critical Thinking Skills: 1. Formulate Hypothesis 2. Analyzing Comparisons 3. Assessing Cause and Effect 4. Recognizing Values 5. Forming Conclusions	
C. Graphic Interpretation: 1. Interpreting Political Cartoons	
D. Communication & Research Skills: 1. Using reference books 2. Debating Issues	
E. Other Social Studies Skills: 1. Interpreting Primary Sources 2. Detecting Stereotypes 3. Seeing Others' Point of View 4. Distinguishing Fact from Fiction	

Grade 6 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. Demonstrate the influence of physical and cultural factors upon the economic systems found in countries of the Western World.	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Explain how physical geography, specialization, and trade influence the ways men and women earn income in various countries of the Western World. b. Explore the ways different countries of the Western World answer the basic economic questions of what to produce, how to produce, and for whom to produce. c. Compare and contrast how education and technology influence the economic characteristics of various countries of the Western World. d. Describe the level and sources of income in the major countries of the Western World. e. Explain how social institutions, such as religions, influence the economic systems of countries in the Western World. f. Describe the levels of income of men, women, minorities, and the handicapped.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D.C. Heath & Co.

UNIT OR TOPIC: IV. Demonstrate the influence of physical and cultural factors upon the economic systems found in countries of the Western World.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Making Generalizations from Maps 3. Making Inferences from Maps	*See Listing For Regular 6th Grade
B. Critical Thinking Skills: 1. Predicting Effects 2. Assessing Cause and Effect 3. Synthesizing Information 4. Summarizing Data	
C. Graphic Interpretation: 1. Using Charts, Graphs and Tables 2. Interpreting Political Cartoons	
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Building Vocabulary 3. Locating and Gathering Information 4. Debating Issues	
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Distinguishing Fact from Fiction	

Grade 6 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
V. Develop an understanding that all cultures share common elements regardless of their diversity. VI. Understand how we can have unity with diversity.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Using various cultures of the Western World, recognize the characteristics of culture that make people alike and/or different. b. Using cultures of the Western World, identify the needs that influence the lives of all people. c. Using cultures of the Western World, explain the relationship between cultural development and the ways people satisfy their needs and wants. d. Using cultures of the Western World, recognize and evaluate forces that result in cultural change. e. Explain the advantages and disadvantages of a culturally pluralistic society.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D. C. Heath & Co.

UNIT OR TOPIC: V. & VI. Develop an understanding that all cultures share common elements regardless of their diversity.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locating Places on a Map 2. Making Inferences from Maps	*See Listing For Regular 6th Grade
B. Critical Thinking Skills: 1. Analyzing Comparisons 2. Identifying Assumptions 3. Recognizing Values 4. Synthesizing Information	
C. Graphic Interpretation: 1. Interpreting Photos and Fine Arts	
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Making Oral Reports	
E. Other Social Studies Skills: 1. Detecting Stereotypes 2. Seeing Others' Points of View 3. Distinguishing Fact from Fiction	

Grade 6 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Develop an understanding of the relationship between individual and group behavior. VIII. Develop an understanding of the relationship between the majority and minorities.	1. Explain what we mean when we exhibit patriotism and citizenship. 4. Compare and contrast different governments/cultures/ values and beliefs. 6. Examine the role of famous men and women in history. from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Using societies of the Western World, identify various social groups to which people belong. b. Using societies of the Western World, explain the effects of different social groups on society. c. Using societies of the Western World, explain the effects of individuals' behavior on society. d. Using societies of the Western World, determine how individual behavior is influenced by social groups both majority and minority. e. Using societies of the Western World, determine how social groups are influenced by the behavior of its members. f. Using societies of the Western World, assess what are acceptable behaviors in social groups. g. Using societies of the Western World, develop an understanding of and respect for societal and individual differences. h. Examine the extent of racism, sexism, classism, and elitism in societies of the Western World.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D. C. Heath & Co.

UNIT OR TOPIC: VII. & VIII. Develop an understanding of the relationship between individual and group behavior.

I. SKILLS USED

A. Map Skills:
1. Using Information from Maps
2. Drawing Conclusions from Maps

B. Critical Thinking Skills:
1. Analyzing Comparisons
2. Predicting Effects
3. Assessing Cause and Effect
4. Recognizing Values
5. Synthesizing Information
6. Forming Conclusions
7. Drawing Inferences

C. Graphic Interpretation:
1. Interpreting Photos and Fine Art
2. Interpreting Political Cartoons

D. Communication & Research Skills
1. Organizing & Expressing Ideas in Written Form
2. Locating and Gathering Information
3. Making Oral Reports
4. Building Vocabulary
5. Debating Issues
6. Using Reference Books

E. Other Social Studies Skills:
1. Interpreting Primary Sources
2. Detecting Stereotypes of Minorities and Women
3. Seeing Others' Points of View
4. Distinguishing Fact from Opinions

II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.

*See Listing For Regular 6th Grade

Grade 6 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IX. Determine those factors from past and current events that may influence future conditions in various cultures of the Western World.	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Research and evaluate a current issue that affects societies of the Western World from the perspective of various groups. b. Analyze the relationship between a current issue affecting societies of the Western World and the local, national, and international community. c. Evaluate proposed solutions to a current issue affecting societies of the Western World. d. Forecast hypothetical outcomes of a current issue affecting societies of the Western World. e. Outline steps to reach a desired outcome for an issue affecting societies of the Western World. f. Explore and clarify ethnic alternatives and options with societies of the Western World. g. Interpret events, situations, and conflict from diverse ethnic perspectives and points of view.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D. C. Heath & Co.

UNIT OR TOPIC: IX. Determine those factors from past and current events that may influence future conditions in various cultures of the Western World.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Making Generalizations from Maps 2. Making Inferences from Maps	*See Listing For Regular 6th Grade
B. Critical Thinking Skills: 1. Formulate Hypothesis 2. Evaluating Sources of Information 3. Predicting Effects 4. Recognizing Values 5. Making Generalizations 6. Forming Conclusions 7. Synthesizing Information 8. Drawing Inferences 9. Summarizing Data	
C. Graphic Interpretation: 1. Interpreting Photos and Fine Art 2. Locating and Gathering Information 3. Using Reference Materials 4. Debating Issues	
E. Other Social Studies Skills: 1. Developing a Sense of Chronology 2. Seeing Others' Point of View	

Grade 6 Acad. Adv.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
X. Using relevant data derived from a variety of sources, formulate conclusions, make decisions, and present findings related to various cultures of the Western World. Western World is defined as: Western Europe North America South America Australia New Zealand	5. Exhibit an understanding of interdependence and demonstrate global awareness. 4. Compare and contrast different governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	a. Interpret information about societies of the Western World presented in graphs, charts, maps, timelines, poll, pictures, and cartoons. b. Identify, evaluate, and utilize appropriate reference materials and data sources. c. Record sources of information and develop notetaking and outlining systems. d. Role play or simulate individual/group behavior related to an event affecting societies of the Western World. e. Prepare original written and oral reports and presentations on topics related to countries of the Western World. f. Distinguish fact from opinion in data sources. g. Examine conflict between ideals and realities in human societies. h. Distinguish between points that do or do not promote values, attitudes, and behaviors that support ethnic and cultural pluralism.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 675 Min.

GRADE LEVEL OR SUBJECT: 6 AA.

TEXT: Exploring Canada & Latin America
D. C. Heath & Co.

UNIT OR TOPIC: X. Using relevant data derived from a variety of sources, formulate conclusions, make decisions, and present findings related to various cultures of the Western World.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Using Information from Maps 2. Summarizing Data from Maps 3. Making Inference from Maps	
B. Critical Thinking Skills: 1. Formulate Hypothesis 2. Assessing Cause and Effect 3. Recognizing Values 4. Forming Conclusions 5. Synthesizing Information 6. Drawing Inferences 7. Summarizing Data	
C. Graphic Interpretation: 1. Using Charts, Graphs, and Table 2. Interpreting Photos and Fine Art	
D. Communication & Research Skills: 1. Locating and Gathering Information 2. Using Reference Books 3. Organizing and Expressing Ideas in Written Form 4. Making Oral Reports 5. Building Vocabulary	
E. Other Social Studies Skills: 1. Detecting Stereotypes 2. Seeing Others' Point of View 3. Developing a Sense of Chronology	

Course Title: Grade 7 - Global Studies: Eastern Cultures

Course Description: In the seventh grade, students should compare the history, geography, government, economic systems, current issues, and cultures of Asia, Africa, the USSR, and Eastern Europe. Learning experiences for seventh grade students should help them to make the transition from concrete examples to abstract ideas, concepts, and generalizations. In-depth studies should provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills should include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include identifying problems, issues and questions; information gathering; hypothesizing; and evaluating alternative solutions and actions.

Major Topics
(Instructional Content)

Geography

I. Location
   A. Absolute meaning the site or location given on longitude and latitude.
   B. Relative meaning the situation of a spot in relation to things around it.
II. Place - the physical and human characteristics of a location.
III. Human - environment interaction.
   A. Relationships within a place.
   B. How we affect the environment around us and are in turn affected by it.
IV. Movement
   A. Mobility is essential part of our life style.
   B. Humans interact and are independent.
   C. Movement means change.
V. Region - an area characterized by a particular unifying feature or set of features that distinguish the region from its surroundings.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success
(Learner Outcome Statements)

a. Hypothesize about the natural environment of places in relationship to their exact (longitude & latitude) and relative locations in the Eastern World.
b. Forecast the physical features (land & water forms, climate, and natural vegetation that influence cultural development in the regions of the Eastern World.
c. Analyze cultural characteristics of regions (language, nationality, religion) and determine the effects of different cultural contacts among societies of the Eastern World.
d. Evaluate the changes in the distribution patterns (population and resources) of the Eastern World.
e. Plan hypothetical journey which involves various methods of transportation, scheduling, time changes, directions, distances and seasonal change.
f. Evaluate how physical geography, specialization and trade influence the way people earn income in various countries of the Eastern World.
g. Identify the various ethnic and language groups throughout the Eastern World.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ________
or
Approximate amount of class time 30 Classes

GRADE LEVEL OR SUBJECT: Seventh

TEXT: Eastern Hemisphere Unit 1, Chapter 1, pp. 17-35
Macmillan McGraw Hill

UNIT OR TOPIC: Study of the Earth

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of the World: 1. Locate the continents and determine their relative size. 2. Identify different vegetation zones. 3. Find points using longitude and latitude.	Workbook pages 6, 7 and 9 Film - Latitude and Longitude 1495
B. Critical Thinking Skills: 1. Analyze the physical features of the local environment.	Use atlas in Media Center Use personal observations
C. Graphic Interpretation: Use a graph 1. Identify different levels of oil production using a graph.	Use graph on page 30. Use Geo World (computer program)
D. Communication & Research Skills: Use a gazetteer 1. Discover kinds of information found in a gazetteer. 2. Unit terms	Gazetteer page 600 of text Use Media Center Workbook pages 10 and 11
E. Other Social Studies Skills: Citizenship Skills 1. Make a triangle chart to show "What Gives My Community its Character?"	Use chart on page 20 of text as guide.

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Grade 7 - Eastern World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
Basic Skills Relevant data derived from a variety of sources, formulated conclusions, decisions, and present findings relate to various cultures of the Eastern World. Major contrasts between the West and the East	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 3. Develop basic geographic literacy. 8. Understand Social Studies terms/concepts. 17. Analyze conflict and cooperation.	a. Interpret information about societies of the Eastern World presented in graphs, charts, maps, time lines, polls, pictures, and cartoons. b. Identify, evaluate, and utilize appropriate reference materials and data sources. c. Record sources of information and develop notetaking and outlining systems. d. Role play or simulate individual/group behavior related to an event affecting societies of the Eastern World. e. Prepare original written and oral reports and presentations on topics related to countries of the Eastern World. f. Distinguish fact from opinion in data sources. g. Choose characteristics of societies of the Eastern World that the West would want to have.

Grade 7 - Eastern World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
History 1. The effect of historical events, figures, and decisions on world events. 2. The influence of physical and cultural factors upon the social systems found in countries of the Eastern World. 3. Those factors from past and current events that may influence future conditions in various cultures of the Eastern World.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural nonsexist society. 17. Analyze conflict and cooperation.	a. Explore major historical figures from societies of the Eastern World and their influence on a specific culture and the world. b. Assess the causes of major historical events affecting societies of the Eastern World and their influence on the past, present, and future of a specific culture. c. Analyze a major historical decision affecting the societies of the Eastern World and develop probable alternative outcomes of that decision. d. Compare and contrast the concurrent chronological events occurring in the various Eastern World cultures. e. Defend the actions taken by the people in various Eastern World societies in response to Western influences and events.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of hours spent ____________
or
Approximate amount of class time 35 Classes

GRADE LEVEL OR SUBJECT: Seventh

TEXT: Eastern Hemisphere Chapter 12 - The Soviet Union
MacMillan McGraw Hill

UNIT OR TOPIC: Modern Europe and the Soviet Union

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of the Soviet Union 1. Interpret an elevation of the Soviet Union. 2. Read and interpret a distribution map. 3. Use a map to identify the different vegetation zones. 4. Use a historical map to identify stages of growth of Russia.	Workbook pgs. 78, 79 & 80 Outline map of Asia
B. Critical Thinking Skills: 1. Write a summary of the Russian Revolution.	Reading/Writing activity pgs. 23 & 24 Workbook pg. 82
C. Graphic Interpretation: 1. Make a semantic map of the different leaders - Marx, Lenin and Stalin.	LEP activities pg. 23
D. Communication & Research Skills: 1. Group reports on differences between the Soviet ethnic groups including history, location, life style and customs. 2. Unit terms	Pg. 287 of text Research in Media Center Workbook pg. 83
E. Other Social Studies Skills: 1. Distinguishing fact from opinion	Thinking skills pgs. 23 & 24

Grade 7 - Eastern World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
1. Social a. Culture, languages, religion. The relationship between physical and cultural features on the earth's surface.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individual, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural nonsexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Classify cultural characteristics of regions (language, nationality and religion) and determine the effects of cultural contact among the societies of the Eastern World. b. Explore ways in which people of the Eastern World have used and adapted to their environments (housing, clothing, modes of transportation.) c. Predict important global issues that affect the Eastern World (desertification, food, population growth, energy, human rights) and examine contrasting perspectives on these problems. d. Appraise the extent of interdependence between the Eastern World and the Western World.

Middle East and North Africa (cont.)

D. Communication & Research Skills: 1. Assign one of five current Middle East and North Africa "hot spots" to each team of students. Each team is to use the Reading Guide to Periodical Literature and find news clippings to gather information about the problem and give an oral report.	Reader's Guide to Periodical Literature Newspapers News Magazines
E. Other Social Studies Skills: Using primary sources - The Arabian Night - The Tale of Ali Baba 1. Who do you suppose are the "good guys" and the "bad guys" of the story? 2. Why do you suppose this story has been popular for so long among so many different people?	A young people's version of The Arabian Nights National Geographic Magazine

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time 40 Classes

GRADE LEVEL OR SUBJECT: Seventh

TEXT: Eastern Hemisphere
Macmillan McGraw Hill

UNIT OR TOPIC: Middle East and North Africa

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of the Middle East: Major Religions 1. In what country is Judaism the major religion? 2. In what countries of the middle east is Christianity a significant religion? 3. In what countries is Islam the major religion?	Transparency: Map of the Middle East: Major religions compared to map of religions in the United States
B. Critical Thinking Skills: Determining Accuracy - You want to determine the accuracy of the following statement, "The Turkish press was censored by the allied rulers." 1. Is this statement accurate? 2. How did you go about determining its accuracy?	Chart - One way to determine the accuracy of information.
618 **C. Graphic Interpretation:** Diagram - Migrating Sand Dunes 1. What two types of dunes are shown here? 2. What causes dunes to migrate? 3. How does a migrating dune resemble a wave of water?	Diagram - Migrating Sand Dunes Examples of migrating sand dunes in the United States 6,9

Over

Grade 7 - Eastern World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
2. Social a. an understanding that all cultures share common elements regardless of their diversity.		a. Using cultures of the Eastern World, compare and contrast the characteristics of culture that make people alike and/or different. b. Using cultures of the Eastern World, analyze the needs that influence hte lives of all people. c. Using cultures of the Eastern World, analyze the relationship between cultural development and the ways people satisfy their needs and wants. d. Using cultures of the Eastern World, recognize and evaluate forces that result in cultural change.
b. an understanding of the relationship between individual and group behavior.		a. Using societies of the Eastern World, classify social groups to which people belong. b. Using societies of the Eastern World, evaluate the effects of social groups on society. c. Using societies of the Eastern World, explore the effects of individuals' behavior on society. d. Using societies of the Eastern World, assess how individual behavior is influenced by social groups. e. Using societies of the Eastern World, predict how social groups are influenced by the behavior of members. f. Using societies of the Eastern World, assess what are acceptable behaviors in social groups. g. Using societies of the Eastern World, create an understanding of and respect for societal and individual differences.

Grade 7 - Eastern World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
3. Social a. Those factors from past and current events that may influence future conditions in various cultures of the Eastern World.		a. Research and evaluate a current issue that affects societies of the Eastern World. b. Analyze the relationship between a current issue affecting societies of the Eastern World and the local, national, and international community. c. Evaluate proposed solutions to a current issue affecting societies of the Eastern World. d. Forecast hypothetical outcomes of a current issue affecting societies of the Eastern World. e. Outline steps to reach a desired outcome for an issue affecting societies of the Eastern World. f. Compare above findings to societies of the Western World.

Grade 7 - Eastern World

Major Topics (Instructional Content)

Political - Government

1. The relationship between civic responsibility and the political structure in various societies of the Eastern World
2. The influence of physical and cultural factors upon political systems found in countries of the Eastern World.
3. Those factors from past and current events that may influence future political conditions in various cultures of the Eastern World.
4. The influence of various factors of the Eastern World on the Western World.

Exit Outcomes (cont.)

2. Demonstrate knowledge of how our community/our state/our nation began.

Exit Outcomes (Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.
15. Pursue active civic responsibility.
7. Explore essential characteristics of local, state, and national government.

Indicators of Success (Learner Outcome Statements)

a. Clarify major forms of government found in countries of the Eastern World and compare responsibilities and freedoms within each.
b. Construct a citizen's role within contrasting cultures of the Eastern World and compare it to the students' role in their cultures.
c. Compare and contrast the ways in which orderly change may take place within U.S. cultures with that of nations in the Eastern World.
d. Analyze the cultural influences that affect the political stucture of a culture of the Eastern World from the past to the present.
e. Interpret the role of government in a market system and a planned economy previously found in countries of the Eastern World.
f. Synthesize a desired outcome for a political issue affecting societies of the Eastern World.
g. Recommend ideas about economics, politics, or culture that the United States might want to emulate or adopt.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time ________

GRADE LEVEL OR SUBJECT: Seventh

TEXT: Eastern Hemisphere
Macmillan McGraw Hill
Across the Centuries
Houghton Mifflin

UNIT OR TOPIC: Africa South of the Sahara

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Making inferences from maps 2. African Kingdoms 3. Why was Timbuktu a logical trading center?	
B. Critical Thinking Skills: 1. Why is a man not really dead until he is forgotten?	Film: The Cow-Tail Switch
C. Graphic Interpretation: 1. Time Line When did Europeans enter African life?	Publisher's time line poster
D. Communication & Research Skills: 1. How did Alex Haley use oral traditions to trace his family's roots?	Roots, the Saga of an American Family by Alex Haley
E. Other Social Studies Skills 1. Developing a Sense of Chronology 2. Make a time line of the important events in your life.	

Over

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate # of class time 45 classes

GRADE LEVEL: Seventh

TEXT: Eastern Hemisphere, Macmillian McGraw Hill — Across the Centuries, Houghton Mifflin

UNIT OR TOPIC: Africa South of the Sahara

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Maps Skills: 1. Understanding Map Projections 2. Why are there many different kinds of map projections?	Transparency 11 from book - Map cart
B. Critical Thinking Skills: 1. How did European imperialism affect the success of modern African nations?	News Magazines Film: Zambezi Express
C. Graphic Interpretation: 1. Creating a Cluster Diagram 2. Give three details about each early West African Kingdom.	
D. Communication & Research Skills: 1. Compare your duties and responsibilites with those of Kikuyu people of the same age.	Each Theme - Geography, History Social, Government, Economics is studied in each geographic region.
E. Other Social Studies Skills: 1. Seeing other's points of view 2. Should all people in Africa have self-government without waiting?	

Grade 7 - Eastern World

Major Topics (Instructional Content)

Economics

a. The influence of physical and cultural factors upon economic systems found in countries of the Eastern World.

b. Basic economic terms and how they relate to various economic systems.

c. Economic influences on various cultural groups.

Exit Outcomes (Course Objectives)

5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
16. Encourage positive human interaction with the environment.

Indicators of Success (Learner Outcome Statements)

a. Identify important global issues that affect the Eastern World (desertification, food, population growth, energy, human rights) and examine contrasting perspectives on these problems.

b. Assess how physical geography, specialization, and trade influence the way people earn income in various countries of the Eastern World.

c. Determine how the different countries of the Eastern World answer the basic economic questions of what to produce, how to produce, and for whom to produce.

d. Compare and contrast how education and technology influence the economic characteristics of various countries of the Eastern World.

e. Investigate the level and source of income in the major countries of the Eastern World.

f. Discover how social institutions, such as religions, influence the economic systems in countries of the Eastern World.

g. Compare and contrast the roles of government in a market system and a planned economy found previously in countries of the Eastern World.

h. Analyze situations in which the actions of consumers and/or producers are helpful or harmful to others, inside and outside a country, who are not directly involved in the consumption or production of a product.

Indicators of Success (cont.)

i. Using cultures of the Eastern world, evaluate the relationship between cultural development and the ways people satisfy their needs and wants.

OUTLINE OF SOCIAL STUDIES SKILLS

Approximate # of hours spent ________
or
Approximate amount of class time 40 Classes

GRADE LEVEL OR SUBJECT: Seventh

TEXT: Eastern Hemispheres
Macmillan McGraw Hill

UNIT OR TOPIC: South Asia, China Japan, Korea

I. SKILLS USED	II. SUPPORT MATERIAL, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of South Asia - Monsoons 2. From where do most winter monsoon winds blow and toward which directions? From where do most summer monsoon winds blow and in which direction? How do monsoons give South Asia dry and wet seasons?	Map: South Asia Monsoons
B. Critical Thinking Skills: 1. Evaluate Information - Two reports about the conflict between Nationalists and the Chinese Communists. 2. Read both reports and then evaluate the information in Report A.	Chart - One way to evaluate information
C. Graphic Interpretation: Graph: Comparing Four Economies - 1965-1990 1. What does the graph show? 2. Which two countries had the lowest per capita income in 1965? 3. Which country had the highest per capita income in 1990. 4. Does Japan or the United States have a higher per capita income?	Graph Each Theme - Geography, History Social, Government Economic is studied in each region.

Over

I. SKILLS USED

D. Communication & Research Skills:

1. Research the causes and effects of Japan unpredictable geography.
2. Investigate volcanos, earthquakes, typhoons, and tidal waves.
3. Report your findings to the class and tell how the Japanese have responded to the various natural disasters.

E. Other Social Studies Skills:

1. Building citizenship - Encourage the class to identify ways that independent drug use like opium addiction in Manchu China, destroyed people's ability to be good citizens.
2. How do drug abuse and the drug trade damage good citizenship in our country today?

II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.

Periodical Literature
Books
National Geographic magazine

Grade 7 - Eastern World

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
Civic Responsibility A commitment to effective and responsible participation in the functioning of school and community organizations.	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 7. Explore essential characteristics of local, state, and national government. 15. Pursue active civic responsibility. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Develop and participate responsibly in at least one service organization in the school and/or community. b. Participate in at least one community service project annually. c. Contribute to student government and/or class government activities. d. Observe school and community rules and regulations. e. Accept responsibility for group and individual actions in the school and community. f. Provide positive leadership for at least one classroom activity or organization in the school and/or community. g. Participate responsibly in at least one women's organization or in at least one non-white ethnic minority organization, especially if such organization exists in the community.

Course Title: U. S. History: Discovery to 1900 Grade 8

Course Description: In the eighth grade, students will study the United States history, emphasizing the interaction of historical events and geographic, social, political and economic influence on national development prior to the 20th century. Students should be able to understand essential characteristics of the U.S. Government; the economic growth and development; the continuing development of democratic ideas, ideals and rights of man; the influence of individuals in important events in the development of our nation. Students should recognize and evaluate critical problems in American History. Students should be able to demonstrate an involvement in civic responsibilities and knowledge of basic social studies concepts and skills as related to the history of the United States.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. The geographical features and major cultures of the Pre-Columbian Period.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research.	a. Identify and describe North American geography, major Native American groups and their cultures. b. Trace and assess the role and influence of religion in the American experience. c. Identify and appraise the economic, social, and political issues involved in dissent and reform. d. List and sequence a variety of historical events. e. Formulate and determine a cause and effect relationship among historical events, themes, and concepts. f. Examine and analyze various points of view relating to historical events. g. Identify, evaluate, and utilize appropriate reference materials and data sources. h. Read and observe to predict, to seek answers, and to anzlyze points of view.

Over

U.S. History Grade 8

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. (continued)		i. Record sources of information and develop note taking and outlining systems. j. Role play minorities or women in historical situations. k. Examine, interpret, and apply information from polls, tables, graphs and charts. l. Prepare original written and oral reports and presentations. m. Work cooperatively to prepare reports and presentations. n. Interpret and apply information from maps and globes. o. Analyze geographic factors which influenced migrations and settlement patterns. p. Analyze the geographic factors that have influenced social and economic development in a global context. q. Compare and contrast an historical incident with a current situation. r. Demonstrate awareness of significant current events. s. Apply historical background to problem-solving activities related to current issues and events. t. Examine all of the above from the viewpoint of women and minorities.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. The contributions of Native American societies and cultures throughout the development of the United States.	3. Develop basic geographic literacy. 4. Compare and contrast differernt governments/cultures/ values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social and political groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Identify the Native American and other minority societies and cultures. b. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. History. c. Identify, describe, and evaluate the influence of geographic factors on national development. d. Identify, analyze, and apply historical situations to current events. e. Compare and contrast the Native American and other minority in life style with other groups. f. Assess the role and contributions of women in the development of the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 20 Classes
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 8th Grade U.S. History

TEXT: *The American Nation*, Prentice Hall

UNIT OR TOPIC: I The World of the Americas

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: World Map using latitude and longitude to locate places. U.S. map with physical regions using a map key.	
B. Critical Thinking Skills: Understanding causes and effect. Why was increased trade with the Middle East a cause of exploration?	Textbook
C. Graphic Interpretation: Using a picture drawn by an Aztec artist in the 1500s showing the effects of smallpox on the Aztecs.	Textbook
D. Communication & Research Skills: Outlining/Summarizing - Main Topic, Subtopic, Sub-section for Chapter	Textbook
E. Other Social Studies Skills: Using Primary Source, A European View of North America, (Alexander Mackenzie Journal). How did the American land itself help Mackenzie's party on their journey?	(Voices of Freedom - Sources in American History)

U.S. History Grade 8

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
III. Motivating factors leading to European discovery of the Americas.	3. Develop basic geographic literacy. 4. Compare and contrast differgovernments/cultures/values and beliefs. 5. Understand interdependence and global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through the use of appropriate research. 11. Appreciate role and interaction of various individual, family, social and political groups. 12. Understand economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Trace and assess the role and influence of religion in the American experience. b. Identify and appraise the economic, social, and political issues involved in dissent and reform. c. Examine the role of various immigrant and non-immigrant groups in the development of a culturally pluralistic society. d. Evaluate the role of capitalism in the economic development of the United States. e. Survey and appraise the role of leadership by men and women. f. Examine and critique examples from the areas of art, music, literature, and drama as they influenced and mirrored American society. g. Assess the roles and contributions of various ethnic and racial groups. h. Explain and assess the importance of conflict and compromise. i. Examine the role of values, morals, and ethics in a changing society. j. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective. k. Read, observe, gather, organize, analyze and apply information from a variety of sources as they investigate problems and issues.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
III. (continued)	17. Analyze conflict and cooperation.	l. Identify, describe, and evaluate the influence of geographic factors on national development.
		m. Identify, analyze, and apply historical situations to current issues.
		n. Compare Euro-Americans to non-Euro-Americans for the same era and assess their roles and contributions.
		o. Analyze national origin as a factor in Euro-American ancestry and settlement pattern in America.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. The Hispanic role and influence on American colonization.	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Trace and assess the role and influence of religion in the settlement of the United States southwest. b. Identify and appraise the economic, social, and political issues involved in relations between Hispanic and British colonies. c. Examine the role of various immigrant and non-immigrant groups in the development of a culturally pluralistic society. d. Examine and critique examples from the areas of Hispanic art, music, literature, and drama as they influenced and mirrored American society. e. Assess the roles and contributions of men and women of Hispanic descent in U.S. history. f. Explain and assess the importance of conflict and compromise between Anglo and Hispanic settlers. g. Examine and explain the impact of geopolitics. h. Examine the role of values, morals, and ethics in a changing society. i. Explain and evaluate examples of domestic and international interdependence. j. Examine and evaluate the debate over the role and influence of Hispanics on American colonization.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. (continued)	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	k. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective with regard to the Spanish influence and power in the Western hemisphere. l. Read, observe, gather, organize, analyze and apply information from a variety of sources as they address the role of Hispanics in U.S. history. m. Identify, describe, and evaluate the influence of geographic factors in the settlement of the southwest. n. Identify, analyze and apply historical documents to current issues. o. Compare and contrast Hispanic and British approaches to colonizing in the Western hemisphere. p. Assess the extent of the implementation of the Treaty of Guadalupe Hidalgo in 1848 to the present.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 25 Classes
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 8th Grade U.S.History

TEXT: *The American Nation*, Prentice Hall

UNIT OR TOPIC: II Settling the New World

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Making inferences from Map of Products from the New England colonies ask students to generalize about how geography may have helped to determine which items would be produced?	Textbook
B. **Critical Thinking Skills:** Evaluating, As colonies grew, relations between settlers and Indians worsened. War often broke out between the two groups. Why did Indians like Metacom take a stand against the English?	Textbook
C. **Graphic Interpretation:** Using a bar graph on Trade with England, make a generalization based on the facts on the bar graph.	Textbook
D. **Communication & Research Skills:** Interviewing: Interview someone who has recently immigrated to your community from another country. Write a report comparing their reasons for leaving their home with the reasons of Europeans in the 1600s and 1700s.	Textbook; School Community
E. **Other Social Studies Skills:** Using a poem as a primary source - What sort of relationship do you think Lucy had with her owners and with other white families in Deerfield? Base answers on evidence in "A Slave's Ballad" on an Indian attack.	Voices of Freedom - Sources in American History

Major Topics (Instructional Content)

V. The major events of the Colonial Period.

Exit Outcomes (cont.)

11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
16. Encourage positive human interaction with the environment.

Exit Outcomes (Course Objectives)

1. Eplain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values/and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success (Learner Outcome Statements)

a. Describe and assess the characteristics of the New England, Middle and Southern colonies.

b. Examine the relationships and significance of themes and/or concepts in U.S. History.

c. Demonstrate the use of the time dimension in History, including sequence, cause and effect, and perspective.

d. Read, observe, gather, organize, analyze, and apply infromation from a variety of sources as they investigate problems and issues in U.S. history.

e. Identify, describe, and evaluate the influence of geographic factors on national development.

f. Identify, analyze, and apply historical situations to current issues.

g. Examine the types of functions that government has in people's lives.

h. Compare and contrast various types of governments.

i. Examine the role of religion in the cultures that were found in America.

j. Identify what was going on in other parts of the U.S. with other ethnic groups during this time period.

U.S. History Grade 8

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. The major events of the Revolutionary War Period. **Exit Outcomes (cont.)** 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	a. Identify and trace the economic, political, and social forces leading to colonial demand for independence and the Revolutionary War. b. Examine the relationships and significance of themes and/or concepts in U.S. history. c. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective. d. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. history. e. Identify, describe, and evaluate the influence of geographic factors on national government. f. Identify, analyze, and apply historical situations to current issues. g. Examine the types of functions that government has in people's lives. h. Compare and contrast various types of governments. i. Assess the role of women and minorities in the major events of the Revolutionary War Period.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 30 Classes
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 8th Grade U.S. History

TEXT: *The American Nation*, Prentice Hall

UNIT OR TOPIC: III The Struggle for Independence

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using a map of North America in 1753 and the map scale, how long was the border between Spanish Florida and the English colonies? Using a Map of the English Colonies in 1763, identify the 13 English Colonies.	Textbook Student Atlases and Wall Maps
B. Critical Thinking Skills: Making a generalization, list three facts about events leading up to the Boston Massacre and make a generalization based on these facts about the Boston Massacre.	Textbook
C. Graphic Interpretation: Interpreting Political Cartoons - Cartoon of some colonists tarred and feathered tax collector to protest British taxes. What do you think the cartoonist was trying to show? Ask students to point out clues that this cartoon was done by a British cartoonist.	Textbook Critical Thinking Skill Transparencies
D. Communication & Research Skills: Have cooperative learning group write a short speech explaining the contributions of a selected individual who made significant contributions to the colonists' victory.	
E. Other Social Studies Skills: Place significant events leading to the Declaration of Independence on a time line.	

U.S. History Grade 8

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. Identify characteristics of the new nation under the Articles of Confederation and describe events and factors in the development of the United States Constitution.	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 4. Compare and contrast different governments/cultures/values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	a. Examine the fundamental ideas which led to development of the United States Constitution, such as legitimate authority is derived from the consent of the governed, the need for balance between individual rights and the rights of government, representative government. b. Outline the major provisions of the United States Constitution, such as separation of powers, systems of checks and balances, Bill of Rights. c. Describe and demonstrate the rights and responsibilities of citizens in a democratic society. d. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective. e. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. History. f. Explain and evaluate examples of domestic and international interdependence throughout U.S. History. g. Examine and evaluate the debate over the role of the government in the economy. h. Survey and appraise the role of leadersip throughout the course of U.S. History.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	i. Examine and critique examples from the areas of art, music, literature, and drama as they influence and mirrored American society. j. Identify, describe, and evaluate the influence of geographic factors on national development. k. Identify, analyze, and apply historical situations to current issues. l. Analyze the inclusion/exclusion of women and minorities in the events and factors in the development of the U.S. Constitution.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VIII. Assess events of the Early Republic and Nationalist Period, including the development of the Northwest Territory and Indiana as a state, the Louisiana Purchase, Monroe Doctrine, War of 1812, Jacksonian Era, and rise of sectionalism.	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Identify and appraise the economic, social, and political issues involved in dissent and reform throughout U.S. History. b. Examine and explain the impact of geopolitics and the role of the United States in world affairs, such as Monroe Doctrine, retention of strategic world areas and resources, political decisions based on economic and defense issues. c. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective. d. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. History. e. Explain and evaluate examples of domestic and international interdependence throughout U.S. History. f. Examine and evaluate the debate over the role of the government in the economy. g. Survey and appraise the role of male and female leadership throughout the course of U.S. History.

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Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	h. Examine and critique examples from the areas of art, music, literature, and drama as they influence and mirrored American society. i. Identify, describe, and evaluate the influence of geographic factors on national development. j. Identify, analyze, and apply historical situations to current issues. k. Assess the role and contributions of women and minorities in all of the above.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 25 Classes
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 8th Grade U.S.History

TEXT: The American Nation, Prentice Hall

UNIT OR TOPIC: Unit IV Strengthening the New Nation

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using information from a map of Washington D.C., Locate important governmental offices and monuments	Map of Washington D.C.
B. Critical Thinking Skills: Making inferences based on Jefferson's paper, list two arguments that were probably being made in favor of the constitutionality of a National Bank.	Voices of Freedom - Sources in American History - Jefferson Opposes the National Bank
C. Graphic Interpretation: Interpreting a chart of the first political parties, describe two differences between the parties on economic issue	Textbook
D. Communication & Research Skills: Research and write a report about industries that developed in Indianapolis during the early 1800s. Describe the effect the industries had on the way of life in the community.	School and Community Library
E. Other Social Studies Skills: Distinguishing fact from opinion, using letter written by Alexander Hamilton writing about political differences between himself and the party lead by Madison and Jefferson.	

U.S. History Grade 8

Major Topics (Instructional Content)

IX. Summarize the underlying factors leading to the Civil War, trace the major events of the conflict, and examine the policies and impact of Reconstruction.

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

15. Pursue active civic responsibility.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, states and nations.

Indicators of Success (Learner Outcome Statements)

a. Identify and appraise the economic, social, and political issues involved in dissent and reform throughout U.S. History.
b. Explain and assess the importance of conflict and compromise in U.S. History.
c. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective.
d. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. History.
e. Explain and evaluate examples of domestic and international interdependence throughout U.S. History.
f. Examine and evaluate the debate over the role of the government in the economy.
g. Survey and appraise the role of leadership throughout the course of United States history.
h. Examine and critique examples from the areas of art, music, literature, and drama as they influence and mirrored American society.
i. Identify, describe, and evaluate the influence of geographic factors on national development.
j. Identify, analyze, and apply historical situations to current issues.
k. Analyze the role and contributions of women and minorities during this time period.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 25 Classes
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 8th Grade U.S. History
TEXT: *The American Nation*, Prentice Hall
UNIT OR TOPIC: V A Growing Nation

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Making Inferences from maps. Using a map of the Western Hemisphere, student should suggest possible routes the forty-niners might have taken to California.	Textbook; Student Atlases; Wall Map
B. Critical Thinking Skills: Analyze the meaning of the symbols used in the Political Cartoon - Born to Command, King Andrew the First. Use your reading of the chapter and the cartoon to decide what the symbols refer to. What incident is probably referred to by the object in Jackson's left hand? What event might the cartoonist have had in mind when he showed Jackson standing on the Constitution?	
C. Graphic Interpretation: Using two graphs, Cotton Production and Growth of Slavery, student should be able to answer the following questions: Was there an upward or downward trend in cotton production between 1800 and 1860? Was there an upward or downward trend in slave population in the same period? How do you think the trend in cotton production is related to the trend in slave population?	
D. Communication & Research Skills: Making Oral Reports Divide the class in to small groups and select a poet from this period in history and read three or four short poems.	Textbook; School Library
E. Other Social Studies Skills: Interpreting primary sources: Using a letter written by William Barret Travis, student should answer the following question: Why do you think the defenders of the Alamo fought to the death?	Textbook Voices of Freedom-Sources in American History

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OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 30 Classes
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 8th Grade U.S.History

TEXT: The American Nation, Prentice Hall

UNIT OR TOPIC: VI The Nation Divided

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using USA GeoGraph print an Outline Map of the United States identifying the Union and Confederate States. Print an outline map identifying free and slave states in 1861.	Textbook; Computer Software- USA GeoGraph
B. Critical Thinking Skills: Making a generalization, make a list of three facts about black efforts to help the Union. Using the facts listed to make a generalization about how blacks helped the union.	
C. Graphic Interpretation: Using a Table of resources of the North and South, 1861 interpret the information based on your reading. Which side had the advantage in each of the resources shown? How might these advantages have helped that side during the war? Which resource do you think was most important during the war? Explain answers.	
D. Communication & Research Skills: Writing to Persuade have a student develop a topic sentence for Grant vs. Lee. Identify two objections that might be made by people who disagree and list three arguments they may use. Have student write a persuasive paragraph concentrating on using a strong support and reasonable language.	Textbook; Resources - School Library
E. Other Social Studies Skills: Developing a sense of Chronology. Student list major historical event leading to the Civil War and a list or events happening during the war and events happening after the war. Placing all events on a time line using TimeLiner.	Textbook; Computer Software - Time Liner

U.S. History Grade 8

Major Topics
(Instructional Content)

X. Analyze the events and forces leading to the expansion west of the Mississippi River and the concept of Manifest Destiny.

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success
Learner Outcome Statements

a. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective.
b. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. History.
c. Explain and evaluate examples of domestic and international interdependence throughout U.S. History.
d. Examine and evaluate the debate over the role of the government in the economy.
e. Survey and appraise the role of leadership throughout the course of U.S. History.
f. Examine and critique examples from the areas of art, music, literature, and drama as they influence and mirrored American society.
g. Identify, describe, and evaluate the influence of geographic factors on national development.
h. Identify, analyze, and apply historical situations to current issues.
i. Analyze the role and contributions of women and minorities in the westward expansion.
j. Analyze the eastward expansion by others in North America.

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Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
XI. Analyze the reasons for and the impact of significant technological innovations in United States history, such as cotton gin, interchangeable parts, barbed wire mass production, electrification, atomic energy, computers.	3. Develop basic geographic literacy. 6. Examine the role of famous men and women in history from various ethnic groups. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Assess the roles of women and various ethnic and racial groups in United States history, such as Northern Europeans, Southern Europeans, Hispanics, blacks, Asians, Native Americans. b. Examine the role of values, morals, and ethics in a changing society. c. Examine the role of woman and various immigrant and non-immigrant groups in the development of a pluralistic society. d. Identify and appraise the economic, social, and political issues involved in dissent and reform throughout U.S. History. e. Demonstrate the use of the time dimension in history, including sequence, cause and effect, and perspective. f. Read, observe, gather, organize, analyze, and apply information from a variety of sources as they investigate problems and issues in U.S. History. g. Explain and evaluate examples of domestic and international interdependence throughout U.S. History. h. Examine and evaluate the debate over the role of the government in the economy. i. Survey and appraise the role of male and female leadership throughout the course of U.S. History.
11a. Evaluate the role of capitalism in the economic development of the United States, such as the role of entrepreneurs, private property, self-interest, individual stock ownership, labor-management.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness.	

U.S. History Grade 8

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	6. Examine the role of famous men and women in history from various ethnic groups.	j. Examine and critique examples from the areas of art, music, literature, and drama as they influence and mirrored American society.
	7. Explain essential characteristics of local, state, and national government.	k. Identify, describe, and evaluate the influence of geographic factors on national development.
	8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills.	l. Identify, analyze, and apply historical situations to current issues.
	10. Apply knowledge to solve problems through use of appropriate research.	m. Examine what was being done in other parts of the United States by other ethnic groups during the time period being studied in this unit.
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	15. Pursue active civic responsibility.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate Class Time 25 Classes

GRADE LEVEL OR SUBJECT: 8th Grade U.S. History

TEXT: The American Nation, Prentice Hall
UNIT OR TOPIC: VII America in a Changing Time

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE,
A. **Map Skills:** Comparing maps - using a map showing the Indians' retreat and a map showing opening the west, answer the following questions: Which Indian nations had several large reservations? In which states did Indians give up nearly all their land by 1850? Why do you think this happened?	Textbook
B. **Critical Thinking Skills:** Comparing Economic Views. Using writings of Rutherford B. Hayes and Andrew Carnegies, students should answer the following questions. What is Hayes' attitude toward wealth? Give two examples of how he support this point of view. What is Carnegie's attitude towards wealth? Give two examples of how he supports his points of view. Do Hayes and Carnegie agree on any point? Explain. On what points do they disagree? Why do you think the two men had different points of view about wealth?	Textbook
C. **Graphic Interpretation:** Using USA GeoGraph, develop a bar graph showing immigration to the United States from 1900? From where did the largest number of immigrates come? During what key years? Where did these immigrates settle?	Textbook Computer Software - USA GeoGraph 1865 and
D. **Communication & Research Skills:** Poll students to find out where their families came from and, if possible, when they immigrated to America. Convert this data into a circle graph. Does the classroom reflect the diversity of America? If not why do you think that is?	Classroom Activity
E. **Other Social Studies Skills:** Relating Past to Present using a Primary Source. Read Family Life Among the Sioux and answer the following questions. In what ways is family life today similar to family life among the Lakota Sioux? How is it different?	Voices of Freedom Sources in American History

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: World Geography 1-2 (8301-8302)

Course Description: World Geography is a study of the basic features of the earth and how these features have affected human development around the globe.

Major Topics
(Instructional Content)

I. The basic features of the earth and the major skills and concepts needed to master the study of geography.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
16. Encourage positive human interaction with the environment.

Indicators of Success
Learner Outcome Statements

a. Explain fundamental geographic themes.
b. Classify geographic skills and tools.
c. Understand the importance of the grid system of latitude and longitude.
d. Compare maps and globes and different map projections.
e. Explain how the earth is changed by both internal and surface forces.
f. Describe the major land forms and water features of the earth.
g. Understand the significance of natural resource distribution.
h. Describe the principal earth motions that affect climate.
i. Understand how latitude, elevation, wind, water, and land forms affect climate.
j. Analyze the principal characteristics of the earth's climate zones.

World Geography - I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
		k. Understand the migration or location of various ethnic and national groups.
		l. Apply map skills by mapping the student's neighborhoods.
		m. Identify ways in which men and women have adapted to climate.
		n. Examine the contributions of various people to the understanding and development of geography.
		o. Understand why industry is more important in developed countries than in developing countries.
		p. Identify the ways which people have attempted to control pollution.
		q. Compare the factors that have contributed to cultural contacts and cultural barriers.
		r. Identify the cultural regions into which geographers have divided the world.
		s. Identify the linguistic regions into which anthropolists have divided the world.
		t. Identify the ethnic and racial distribution of people in your town, county, state, nation, Western Hemisphere and the world.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 23
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography, Glencoe

UNIT OR TOPIC: (1) Introduction

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Making inferences from maps about trade routes	Map Transparency - "Population Density of the World" Ethnic demographic maps
B. Critical Thinking Skills: 1. Predicting effects of plate movement on size of Atlantic Ocean and Mediteranean Sea	Plate Map Film: The Earth: Changes in its Surface
C. Graphic Interpretation: Use a population graph to compare population of the Continents	Transparency Population graph (Compare differences between races and ethnic groups.)
D. Communication & Research Skills: Builidng Vocabulary Developing Reading Comprehension Organizing and Expressing Ideas	Chapter Study Guides; Chapter Vocabulary Activity Sheets; Fact and Idea Review Activity Simulation - Making Historical Judgments about Achievements of Early Civilization
E. Other Social Studies Skills: Developing a sense of chronology - Use timeline to answer questions	Skills Application Activity

World Geography - I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives	Indicators of Success Learner Outcome Statements
II. The effect of land forms, climate, and natural resources on the economic, social, and cultural development of North America.	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. List the major natural resources of the area and evaluate their significance. b. Explain how Europeans and indigenous Indians affected the environment of the region. c. Analyze the relationship between religious ideals and settlement patterns in the region. d. Identify examples of economic interdependence in the region. e. Describe the major transportation systems in the area. f. Compare and contrast population patterns in the region, by nationality, race and ethnicity. g. Understand the causes and effects of acid rain. h. Identify factors that influence weather. i. Encourage students to promote conservation of natural resources. j. Explore the role of national, state and local government in dealing with natural resources. k. Evaluate solutions to environmental problems. l. Analyze the relationship between religious ideals and settlement patterns in the region.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	15. Pursue active civic responsibility.	m. Analyze American Indian philosophy and religious beliefs about the land.
	16. Encourage positive human interaction with the environment.	n. Analyze information on a map to determine the relative location of countries in the region.
	17. Analyze conflict and cooperation.	o. Categorize the different places within the region.
		p. Evaluate how humans have modified the environment in the region.
		q. Recognize examples of human interaction in the region and evaluate their significance.
		r. Evaluate the economic situation of a country through the interpretation of data from maps, charts and tables.
		s. Compare and contrast the characteristics, places, countries, regions and demographics of a geographic area.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 18
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography, Glencoe

UNIT OR TOPIC: (2) United States and Canada

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of North America - Locate natural resources found in the Rocky Mts. Map of North America - Determine what climate zones fruits, cattle and cotton are grown in.	Wall Maps Map Transparencies Map of North America - Is Mexico in North America? Why or why not?
B. Critical Thinking Skills: Forming conclusions - What obstacles must be overcome in order to develop interstate highways. Assessing cause and effect - What climatic factors might contribute to a drought in a particular area.	Case Study - El Nino: The Unpredictable Child Film of Native American view about land and land conservation
C. Graphic Interpretation: Using a graph on Life Expectancy by World Regions Comparing data on regions.	Graph Transparency
D. Communication & Research Skills: Building Vocabulary Developing Reading Comprehension	Chapter Vocabulary Activity Sheets Fact and Idea Review Activity Chapter Study Guides National Geographic articles on topic
E. Other Social Studies Skills:	Project: Canadian migration to the U.S.A. compared to Mexican migration to the U.S.A. Where are they in the United States?

World Geography - I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives	Indicators of Success Learner Outcome Statements
III. The affect of landforms, climate, and natural resources on the economic, social, and cultural development of Latin America.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social, political and economic. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. List the region's principal natural resources and discuss their significance. b. Analyze the impact of European colonization on the region's historical development. c. Discuss the impact of the Roman Catholic Church on the region's culture. d. Explain the problems associated with a single-crop economy. e. Explain how transportation in the region has been influenced by geographic conditions. f. Evaluate the impact of medical advances on the region's population trends. g. Understand the problems of urban growth and natural resource utilization in the region. h. Understand the need to control urban development and effectively manage the exploitation of its natural resources. i. Analyze the major cultural traditions found in the life styles of Latin America. j. Compare and contrast the major early civilizations of Latin America. k. Analyze "Latin America" before and after the arrival of Columbus. l. What do we mean by the "Columbian Exchange," and "pre-columbian America?"

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 19
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography , Glencoe

UNIT OR TOPIC: (3) Latin America and the Caribbean

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locating places on a map of Mexico City	Skills Application Activity Maps of Latin America, South America and Mexico (Is Mexico in North America?)
B. Critical Thinking Skills: Drawing inferences about income and life expectancy	Per Capita Income Charts Book entitled: The Columbian Exchange
C. Graphic Interpretation: Comparing three photos on transportation Comparing rainfall graphs for three Latin American Cities. Reading graph of Panama Canal Revenues and Literacy Rate Graph	Skills Application Activity Literacy Rate Graph Transparency
D. Communication & Research Skills: Building Vocabulary Developing Reading Comprehension Using Reference Books - Research Line of Demarcation	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity
E. Other Social Studies Skills: Developing a Sense of Chronology - Construct an Historical Map of the Early Expeditions to Latin America	Project: Americans of Latin American descent - Where are they? National Geographic Articles on Cortez and Pizarro Outline Map of Latin America

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives	Indicators of Success Learner Outcome Statements
IV. The affect of land forms, climate, and natural resources on the economic, social, and cultural development of Western Europe.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Evaluate the major natural resources of the region. b. Explain how geography affected the development of early civilization in the region. c. Understand how different languages emerged in Western Europe, analyze a linguistic map of Europe. d. Understand the effect of geography on agriculture in the region. e. Explain why natural resources found in Western Europe are important to industry in the region. f. Analyze the economic relationships between the countries of Western Europe. g. Analyze the climate and vegetation patterns found in Western Europe. h. Analyze the cultural relationship between the countries of Western Europe. i. Analyze the linguistic relationship between the countries of Western Europe.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 16
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: *World Geography*, Glencoe

UNIT OR TOPIC: (4) Western Europe

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Reading a Time Zone Map	
B. **Critical Thinking Skills:** Making Generalizations - How does the range of natural resources available to Western Europe compare to that available in Latin America and the United States.	Maps of Each Area Linguistic Maps of Western Europe Ethnic Distribution Map of Western Europe
C. **Graphic Interpretation:** Photo interpretation - How have ancient Greeks influenced modern Western culture.	Photo of Parthenon
D. **Communication & Research Skills:** Building Vocabulary Developing Reading Comprehension	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity
E. **Other Social Studies Skills:**	Project: Americans of Western European descent - Where are they?

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
V. The effect of landforms, climate, and natural resources on the economic, social, and cultural development of the U.S.S.R. and Eastern Europe.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify the major land forms and describe the climate and vegetation zones of the region. b. Analyze the political development of the region. c. Explain how communism in the past has affected organized religion and the arts. d. Describe the pre-Gorbachov economies of Eastern Europe and the U.S.S.R. e. Evaluate the transportation and communication systems of the region. f. Explain the influence that government has on the lives of people in the region. g. Evaluate the agricultural methods practiced in the region. h. Analyze conflict over natural resources. i. Compare and contrast the variety of ethnic groups and languages of Eastern Europe and U.S.S.R. j. Describe the country of Yugoslavia before and after the 1991 secession efforts by various ethnic and linguistic groups. k. Analyze ethnic, religious and linguistic maps of Eastern Europe.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 16
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography , Glencoe

UNIT OR TOPIC: (5) Eastern Europe and the Soviet Union

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using isolines on a map. Interpreting a water use and land use map.	Isoline Map, Water and Land Use Map Demographic Maps by different categories of religion, ethnicity and language
B. Critical Thinking Skills Making generalization - How would you describe the population distribution of the Soviet Union. Forming conclusions - Why do Soviets produce better on private farm plots?	Film: "Working, Soviet Style" Film: "The Mighty Volga" Case Study: A Need to Increase Farm Yields
C. Graphic Interpretation: Constructing and Interpreting a Graph on Employment in the Soviet Union	Skills Application Activity "The Soviet Labor Force" Time magazine articles of Soviet Union today
D. Communication & Research Skills: Building Vocabulary Developing Reading Comprehension	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity
E. Other Social Studies Skills: Developing a Sense of Chronology - Constructing a Timeline for Soviet History. Seeing other's points of view - Simulation - Soviet Agricultural Ministries Problems	Project: Americans of E. Europe descent - Enrichment Activity (Where are they?) "Some Major Events in Soviet History" Geography Simulation - Improving Agricultural Output

World Geography I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VI. The effect of land forms, climate, and natural resources on the economic, social, and cultural development of North Africa and the Middle East.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Discuss the importance of natural resources to the region. b. Analyze the factors that led to the development of early civilizations in the region. c. Identify the regions principal traditions in art, architecture, music, and literature. D. Evaluate the effects of the region's geography on its economic development. e. Explain the economic significance of seaports and pipelines in the region. f. Analyze the impact of Islam on the region. g. Discuss the factors that have contributed to the region's standard of living. h. Examine conflict over natural resources. i. Compare and contrast regional geographic features and the impact on the cultures. j. Examine the ethnic and linguistic distribution of various groups in the region. k. Analyze the role of women in Islamic culture. l. Assess the linguistic and mathmatical contributions of the Arab language to Western culture and thought. m. Identify great queens and kings of Africa who were black, who were Arab, etc.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 14
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography, Glencoe

UNIT OR TOPIC: (6) North Africa and the Middle East

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Reading a Precipitation Map	Precipitation Map Maps of distribution of religions, ethnic groups and languages in N. Africa & M. East
B. Critical Thinking Skills: Predicting Effects - How do you think government censorship might hamper the creativity of film makers?	Reading - Islamic Culture Reading - Arab Culture Reading - Black Culture of North Africa
C. Graphic Interpretation: Interpreting a graph depicting the relative size of Arabian peninsula countries. Using a chart that provides information about selected North African and Middle East Countries.	Skills Application Activity "Land Size and Population of the Arabian Skills Application Activity "Facts About North Africa and the Middle East"
D. Communication & Research Skills: Building Vocabulary Developing Reading Comprehension	Chapter Study Guides; Chapater Vocabulary Activity Sheets; Fact and Review Activity
E. Other Social Studies Skills: Seeing Others Points of View - Decisions for a Nomadic Herder.	Project: Americans of M. East descent, Geography Simulation - (Where are they?) "Making Life Choices"

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VII. The effect of land forms, climate, and natural resources on the economic, social, and cultural development of Africa south of the Sahara.	3. Develop basic geographic literacy. 4. Compare and contrast differerent governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Describe the geographic characteristics of the region. b. Explain the role of colonialism in the region's history. c. Compare the religious beliefs found in the region. d. Describe the economies of the countries in the region. e. Analyze the development of transportation systems in the region. f. Understand the effect of history on the population patterns of the region. g. Understand the challenges of food production and land management in the region. h. Identify the major causes of the region's chronic food shortages. i. Evaluate the region's need to utilize its land resources efficiently while protecting its natural environment. j. Evaluate the cultural achievements of the people of sub-Saharan Africa. k. Identify the great queens and kings of Africa who were black. l. Describe the distribution of the various tribes and linguistic groups in Africa before European incursion into the area.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 14
or
Approximate Amount of Class Time

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography , Glencoe

UNIT OR TOPIC: (7) Africa South of the Sahara

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Summarizing data from a Map of Banta Migration	Maps of various tribes in Africa Skills Application Activity - "Banta Migrations in Sub-Saharan Africa Maps of ethnic, religious & linguistic groups in the sub-Saharan Africa
B. **Critical Thinking Skills:** Making Decisions - How would you draw the boundary lines dividing a region into countries? What will be the effect?	Geography Simulation - "Dividing a Region" Map of European control of various groups
C. **Graphic Interpretation:** Interpreting bar graphs: What does the percent of arable land and pasture land tell you about food shortages problems in some Sub-Saharan countries?	Transparency - Percent of Arable Land and Pasture Land in selected countries of Sub-Saharan Africa
D. **Communication & Research Skills:** Building Vocabulary Developing Reading Comprehension Organizing and Expressing Ideas in Written form - Identifying Main Topic, Subtopic and detail.	Basic introduction to the Swahili language Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity Skill Application - "Agriculture and Endangered Wildlife"
E. **Other Social Studies Skills:** Interpreting primary sources - Contemporary Life in Kenya	Film: Kenyan Family Roots

World Geography - I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VIII. The effect of land forms, climate, and natural resources on the economic, social, and cultural development of India and South Asia.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive interaction with the environment.	a. Identify the major characteristics of the region. b. Describe the Indus Valley civilization. c. Discuss the religions practiced by the people of the region. d. Analyze the principal economic problems faced by the region. e. Evaluate the mass-communication system of the region. f. Describe ethnic and racial population patterns in the region. g. Analyze the relationship between population and food production. h. Distinguish the impacts of summer and winter monsoons. i. Compare and contrast the religions practiced by the people of South Asia. j. Examine the role of women in various south Asian cultures and/or countries. k. Analyze the geographical distributions of various religions, ethnic groups and languages (or dialects) of India and South Asia.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 14
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: *World Geography*, Glencoe

UNIT OR TOPIC: (8) India and South Asia

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Drawing Conclusions from Maps Where would you locate major industrial and agricultural centers on a Map of India? Reading a city Map of Bombay.	Geography Simulation - "Planning a Region" Map - Bombay Ethnic & Racial Distribution Map Linguistic Map of India & South Asia
B. **Critical Thinking Skills:** Assessing Cause and Effect - Which are causes of monsoons and which are effects?	Skills Application Activity - "The South Asian Monsoon"
C. **Graphic Interpretation:** Use circle graphs indicating percent of population following various religions in the countries of South Asia.	Skills Application Activity - "Religions in the Nations of South Asia" Videotape: India Religious Dispersion Map of South Asia
D. **Communication & Research Skills:** Building Vocabulary Developing Reading Comprehension Organizing and Expressing Ideas - Identifying Main Idea in a Paragraph	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity Enrichment Activity - The Caste System Today
E. **Other Social Studies Skills:** Developing a Sense of Chronology - Construct a Time-line of the Life of Gandhi	Enrichment Activity - "The Life of Mohandas Gandhi"

Project: Americans of Indian descent, Where are they?

World Geography - I & II

Major Topics
(Instructional Content)

IX. The effect of land forms, climate, and natural resources on the economic, social, and cultural development of China and East Asia.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast differ ent governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
17. Analyze conflict and cooperation.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Compare the major landforms of East Asia and describe the major climate and vegetation zones.
b. Analyze the factors that have influenced East Asian thought and describe the political systems of the region.
c. Discuss the effect of political and social change on the practice of religion in East Asia and examine the role of women there.
d. Explain the influence of geography on East Asia's economy and evaluate the development of industry in the region.
e. Describe the transportation network of East Asia and explain the different degrees of government control over mass communication in the region.
f. Identify factors that have affected standards of living in East Asia.
g. Understand the major challenges that face China and Japan.
h. Demonstrate how Chinese culture has influenced other parts of East Asia.
i. Identify the major religions of East Asia compare and contrast.
j. Identify reasons for Japan's rapid growth after 1945.
k. Analyze geographical distributions of various religions, ethnic groups and languages (or dialects) of East Asia.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 16
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography , Glencoe

UNIT OR TOPIC: (9) China and East Asia

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Interpreting a Landset image of Taiwan	Maps of distributions of religions, ethnic groups & languages in East Asia Landset Photo
B. **Critical Thinking Skills:** Drawing inferences - Which countries are most likely to have a high level of technology? Forming Conclusions - Why is the Tsangpo Valley at 12,000 feet so productive?	Transparency - Graph "Per Capita GNP in Selected Countries of East and South Asia" Film: "Japan: The Land and the People" Reading: "Farming the Heights"
C. **Graphic Interpretation:** Using charts and tables about Japan	Enrichment Activity, "Religion in Japan" Enrichment Activity, "Commerce in Japan"
D. **Communication & Research Skills:** Building Vocabulary Developing Reading Comprehension	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity
E. **Other Social Studies Skills:** Seeing Others' Points of View - Simulate business person who is about to discuss employee needs - What may they ask for? Developing a Sense of Chronology - Answer questions about a time line.	Project: Americans of Asian descent, Where are they in the United States? Geography Simulation - "Increasing Industrial Productivity" Film: "China Sichuan Province" Skills Application Activity, "Some Important Events in China's History"

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
X. The effect of land forms, climates, and natural resources on the economic, social, and cultural development of Southeast Asia.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to various individuals, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. .	a. Discuss how the climate and vegetation of Southeast Asia affect life in the region. b. Analyze how the countries of Southeast Asia have developed politically since gaining their independence. c. Understand the influence of tradition on the region's contemporary culture; analyze the role of women in that culture. d. Discuss the trend toward interdependency that has emerged among southeast Asian countries in recent years. e. Analyze the input of geography on the development of transportation and communication in Southeast Asia. f. Compare rural and urban life styles in the region. g. Identify the major social and economic challenges facing southeast Asia. h. Evaluate the influence of Indian and Chinese culture on the early people of Southeast Asia. i. Describe how interdependence has developed in the region. j. Analyze the geographical distributions of various religions, ethnic groups and languages (or dialects) of Southeast Asia.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 13
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography , Glencoe

UNIT OR TOPIC: (10) Southeast Asia

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Summarizing data from a Vegetation Map	Vegetation Map Maps of distribution of religions, ethnic groups and languages in Southeast Asia
B. Critical Thinking Skills: Assessing Cause and Effect - Underline statement that is the effect.	Enrichment Activity - People, Places in Southeast Asia
C. Graphic Interpretation: Interpreting Pictographs Using a table on population statistics	Pictographs on Lumber and Fish Production Skills Application Activity - "Population Statistics In Southeast Asia"
D. Communication & Research Skills: Building Vocabulary Developing Reading Comprehension	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity
E. Other Social Studies Skills:	Project: Identify where we have Americans of Southeast Asian descent living in the United States.

World Geography - I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
XI. The effect of land forms, climate, economic, social, and cultural development of Antarctica, Australia, and Oceania.	3. Develop basic geographic literacy.	a. Identify the major divisions of the South Pacific culture region and describe its climate zones.
	4. Compare and contrast different governments/cultures/values and beliefs.	b. Describe how the early people of the South Pacific adapted to their environment and explain why Europeans were interested in establishing colonies in the region.
	5. Exhibit an understanding of interdependence and demonstrate global awareness.	c. Explain the factors that have influenced the culture of the South Pacific region.
	8. Understand Social Studies terms/concepts.	d. Describe the kinds of agriculture practiced in the South Pacific and the industrial development in the region.
	9. Develop higher level thinking skills.	e. Explain how geography influenced transportation and communication in the region.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	f. Describe the factors that have helped determined population patterns and that have influenced standards of living in the South Pacific region.
	16. Encourage positive human interaction with the environment.	g. Analyze major geographic challenges confronting the people of the South Pacific.
	17. Analyze conflict and cooperation.	h. Analyze the impact that geography had in shaping the culture and society.
		i. Examine how people adapt to their environment. Make comparisons with cultures through out the world.
		j. Analyze the interaction of native and western traditions.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 9. Develop higher level thinking skills.	k. Evaluate threats to the Antarctic environment. l. Analyze information on a map to determine the relative location of countries in the region. m. Categorize the different places within the region. n. Evaluate how humans have modified the environment in the region. o. Recognize examples of human interaction in the region and evaluate their significance. p. Evaluate the economic situation of a country through the interpretation of data from maps, charts, and tables. q. Compare and contrast the characteristics, places, countries, and regions. r. Analyze the geographical distributions of different religions, ethnic groups and languages (or dialects) of this region.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 13
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: World Geography

TEXT: World Geography, Glencoe

UNIT OR TOPIC: (11) Antarctica, Australia and Oceania

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Using information from an Antarctic Map Interpreting an Ocean Current Map	Skills Application Activity - "Antarctic Explorations" Ocean Current Map Film: "Antarctica: The Unknown Land" Maps of distribution of religions, ethnic groups and languages in S. Pacific & Aust.
B. **Critical Thinking Skills** Making Decisions - As a member of the U.N., how would you divide up and/or use the resources of the Antarctica?	Geography Simulation - "Dividing Antarctica's Resources; Case Study: "Frozen Riches of Antarctica"
C. **Graphic Interpretation:** Reading a graph - which Pacific countries have a favorable balance of trade?	Transparency - Graph: "Value of Imports and Exports of Selected Pacific Countries"
D. **Communication & Research Skills:** Building Vocabulary Developing Reading Comprehension Organizing an Outline of Antarctica Resources	Chapter Study Guides Chapter Vocabulary Activity Sheets Fact and Review Activity - Enrichment Activity -"Resources of Antarctica"
E. **Other Social Studies Skills:** Developing a Sense of Chronology - (1) Population trends over 350 year period	Enrichment Activity - (1) South Pacific Population Patterns (2) Australia's Colorful History Film: "Australia"

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Academically Advanced Grade Nine
Global Issues I and II   8306-8316

Course Description: The objects of study in this course will be major actors in the modern world. The course will focus on nation-states as major actors in the global, political, social and economic areas. Students will compare the approaches that selected nations have taken to persistent problems and then analyze their basic social/political value. Examples of nation-states to be examined include: China, South Africa, Central America, Mexico, Europe, East Europe, Soviet Union, and the Middle East. The cultures of these areas will be studied through literature of and about the area as well as historical perspectives and current events. Topics will vary each semester.

Major Topics (Instructional Content)

I. The role of conflict and change in society and government is important to understanding culture.

II. Cultural values affect the society and government of nations and states.

III. Changes within nations and states impact on us because of the interdependence of world cultures.

IV. Economic and political policies of nations have global significance for now and the future.

V. A key to understanding a culture is through the language and literature of that culture.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success Learner Outcome Statements

a. Compare and contrast various types of government, i.e. totalitarian vs. democracy.
b. Describe and evaluate the influence of geographic factors on the development of a region.
c. Define culture and cultural plurism, and develop an understanding that all cultures share common elements regardless of their differences.
d. Apply techniques of investigation and inquiry to the study of significant problems or issues.
e. Compare and contrast the leadership style of regional leaders both male and female.
f. Analyze various economic approaches to meeting the needs of the population.
g. Explore the ways various levels of government function in various countries.
h. Examine what was going on in various parts of the United States with various ethnic groups during this period in American history.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 - 3 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Nystrom "World Atlas" or Similar Map Study Book

UNIT OR TOPIC: I. Global Community

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** World and area Maps - Knowledge of where places are and relationships of climates and crops.	May Overlays
B. **Critical Thinking Skills:** Comparisons of Dress, Way of Living; Pressures of Population, Resources	Computer - "Where in the World is Carmen San Diego?"; News Magazines Newspapers as Applicable
C. **Graphic Interpretation:** Explain various graphs and charts	
D. **Communication & Research Skills:** Examination of Global Interdependencies and consequences of same; Prepare report on at least one issue.	Library Materials
E. **Other Social Studies Skills:** Relate and discuss the most significant issues facing the international community today.	

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5-6 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Global Insights: Western Europe, Eastern Europe, Soviet Union, Middle East
Merrill Publishing Company

UNIT OR TOPIC: II. Middle East

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Maps of Area: Climate, Location of Religious Groups and Resources as Well as Countries	Map Overlays; Computer: Countries of the World
B. **Critical Thinking Skills:** Apply Map Study to Relate Problems in Area - Poor diet and armed conflicts.	
C. **Graphic Interpretation:** Drawing Show Females of Different Ages in Different Styles of Dress. Explain the Meaning	Text P. 397
D. **Communication & Research Skills:** Research Groups of People in Area and Prepare a Report on One of Them: History, Location(s), Religion and Languages.	Library Materials
E. **Other Social Studies Skills:** Develop a Chronology of European Influence in the Area	Computer: Timeliner

Global Issues I & II (cont.)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VI. Some global problems that will be addressed: over-population, hunger, environment, terrorism and poverty.	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	h. Read, observe, gather, organize, analyze, and apply information from a variety of sources to problems, culture, ethnicity, family and environment of countries studied. i. Speculate on the impact of economic union, developing in Europe, on other parts of the world community. j. Analyze the prospects of settling conflicts peacefully through the "new world order". k. Examine how different cultures solve similar problems. l. Select a global problem and present suggestions to solve the problem. m. Analyze the role of women in various global problems.

742

743

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2-3 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Global Insights: Africa, China, Japan, India, Latin America
Merrill Publishing Co.

UNIT OR TOPIC: III. South Africa

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate South Africa on a map of Africa and knowledge of South African Homelands	Map Overlays
B. Critical Thinking Skills: Examine Apartheid and assess cause and effect on lives of both blacks and whites.	Library Materials: News magazines
C. Graphic Interpretation: Photo in text shows African children behind a fence separating their community from the neighboring white community. Discuss meaning of Apartheid as shown.	
D. Communication & Research Skills: Research European domination of South Africa - Report on Dutch and English	Library Materials
E. Other Social Studies Skills: Examine the writings of and interviews with Nelson Mandela and of South African white leaders for opposing views. What is fact? What is opinion?	Library Materials

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5-6 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Global Insights: Western Europe, Eastern Europe, Soviet Union, Middle East
Merrill Publishing Company

UNIT OR TOPIC: IV. Soviet Union

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Compare Population and Natural Regions Maps to determine why population centers are located where they are.	Map Overlays
B. **Critical Thinking Skills:** Assess cause and effect of Alexander II's failed reform movement on Alexander III's harsh rule.	
C. **Graphic Interpretation:** Using picture in text showing different nationalities in the Soviet Union, explain the Russian proverb, "Russia is not a country, it is a world."	
D. **Communication & Research Skills:** Research and prepare a report on current uprisings/revolutions in the Soviet Union - Surge of Nationalism - "End" of Socialism/Communist Party?	Library Materials: News Magazines
E. **Other Social Studies Skills:** Develop a chronology showing the growth of early Russia to today's Soviet Union.	Computer: Timeliner

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5-6 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Global Insights: Western Europe, Eastern Europe, Soviet Union, Middle East
Merrill Publishing Company

UNIT OR TOPIC: V. Eastern Europe

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Examine maps showing changes in borders in last 100 years. What was the cause of these changes?	Map Overlays
B. **Critical Thinking Skills:** Analyze the importance of Nationalism and/or religion on recent changes in Eastern Europe: Correlation?	Library Materials: News Magazines
C. **Graphic Interpretation:** Using the chart in text explaining communism and capitalism, be able to discuss the differences in the two economic systems.	
D. **Communication & Research Skills:** Research and Report on the different Nationalistic groups in Eastern Europe - contributions to rest of the world?	Library Materials
E. **Other Social Studies Skills:** Develop a chronological history of the "take-over" of Eastern Europe by the Soviet Union and the areas' efforts to become independent of the Soviets.	Library Materials Computer - "Timeliner"

Over 226

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5-6 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Global Insights: Africa, China, Japan, India, Latin America

UNIT OR TOPIC: VI. China

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Compare Physical Map with a Population Map and a Land Use Map. What conclusions can you make about why people live where they do?	Map Overlays
B. **Critical Thinking Skills:** Read Review of "The Song of the Chinese Revolution" in text. What conclusions can you make about the relationship of the Arts and the Government in Mid-20th Century China?	
C. **Graphic Interpretation:** Study the graphs in text concerning China's population growth and family planning. Was the latter a necessary step for the country? Why or why not?	
D. **Communication & Research Skills:** Research the lives of Mao Tedong and Chiang K'ai Shek. Why were the majority of China's people drawn to Mao?	Library Materials
E. **Other Social Studies Skills:** Compare description of Chinese family life (secondary source) in text with the (primary source) description of a Chinese family. Is the secondary source an accurate depiction?	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5-6 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Grade 9 - Academically Advanced - Global Issues I and II

TEXT: Global Insights: Africa, China, Japan, India, Latin America
Merrill Publishing Co.

UNIT OR TOPIC: VII. Latin America

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of Central and South America Know and be able to locate countries in the area.	Map Overlays
B. Critical Thinking Skills: Census figures tell us that Hispanics are the quickest growing minority in our population. What conclusions can you make, given this information, concerning US-Latin American relations in: Legal immigration, trade, Governmental cooperation, education (in American Southwest)	Library Materials News Magazines
C. Graphic Interpretation: Using the graph in the text showing ethnic diversity in Latin America, describe the ancestry of a typical Latin American. Why are there so many different ethnic groups?	
D. Communication & Research Skills: Many people in the world attack destruction of the rain forests of Latin America as a threat to world ecological stability. Many in Latin America say it is necessary for them to provide an economic base for their people. Research the problem and be prepared to debate the issue.	Library Materials: News Magazines
E. Other Social Studies Skills: Throughout our history, the U.S. has not always been a "welcomed" neighbor in Latin America even though we've felt we were helping the people in the area. What can you find to support this attitude? To support ours? What is fact and what is opinion.	Library Materials

Grade 9-12
Academically Advanced

Course Title: Global Issues III 8326 (Summer Only)

Course Description: This course is a travel-study program offered only during the summer term.

Major Topics (Instructional Content)

1. Content will depend upon countries to be visited. Some of the classes will be offered at night for students and parents. These classes will give general background information about the region(s) to be visited and information about traveling. Other classes are given in May, after school, to acquaint the students with an in-depth study of the area to be visited.

   Each area visited - students will study geographic, economic, political, social, cultural and values of the region(s) visited.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.

Indicators of Success Learner Outcome Statements

a. Read, observe, gather, organize, analyze, and apply information from a variety of sources including on-site as they investigate problems and issues of the area.
b. Describe and evaluate the influence of geographic factors on the development of the region.
c. Develop an understanding that all cultures share common elements regardless of their differences.
d. Demonstrate the influence of physical and cultural factors upon economic systems found in the visited countries.
e. Apply techniques of investigation and inquiry to the study of significant problems or issues.
f. Apply various skills learned from the classroom in a real life experience through the travel/study program.
    1. Relate to other people and other cultures.
    2. Adjust to different economic and social life styles.

Global Issues III
Grade 9-12
AA

Major Topics (Instructional Content)

Exit Outcomes (Course Objectives)

9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

3. Gather first hand information with respect to culture, social, economic, geographic and or political conditions/problems.
4. Express findings in a written project.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ______________
or
Approximate Amount of Class Time 70-80 Hours

GRADE LEVEL OR SUBJECT: Global Issues -
Travel Study Program

TEXT: Various readings of specific areas where the group will travel.

UNIT OR TOPIC: In general; Europe - Specific regions to be visited

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Regional maps - reading road maps and assist the driver.	Various films, visuals
B. Critical Thinking Skills: Compare and contrast in Europe, life styles of various groups with each other and with the United States life style. Explain the differences. Make necessary adjustments to European way of living.	Written material On site opportunities
C. Graphic Interpretation: Use charts, graphs and other visuals to develop an understanding of the differences in political, social and economic institutions of Europe regions to be visited.	
D. Communication & Research Skills: Using research materials in the United States and on-the-spot observations to solve a problem presented to class prior to departure.	
E. Other Social Studies Skills: Relate and discuss, when possible with people in region where traveling, the main issues facing Europe today.	

Course Title: Applied Economics (Grade 12) 8696

Course Description: Applied Economics is an elective course designed to fulfill the economics requirement for graduation. The goals of this course are identical to those previously adopted for the regular Economics course. In addition, through quality curriculum materials developed by Junior Achievement and with the assistance of volunteer business consultants, students learn to explore and clarify attitudes toward the American economic system and to acquire the skills necessary to function as informed citizens in that system.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. The basic terms and concepts of the free enterprise system and the role of the individual.	9. Develop higher level thinking skills. 1. Explain what we mean when we exhibit patriotism and citizenship. 4. Compare and contrast different/governments/cultures/values and beliefs. 8. Understand Social Studies terms/concepts. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 15. Pursue active civic responsibility. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Describe scarcity as the economic problem. b. Identify the factors of production. c. Define and apply examples of opportunity. d. Define and apply concept of trade-offs. e. Compare and contrast different economic systems (Market, Trade and Command). f. List three economic questions defining economic system (what, how, whom) to produce. g. Identify the role of profit and capital. h. Compare and contrast organizaiton of corporation, sole proprietor, and partnership. i. Compare and contrast advantages and disadvantages of the corporation, sole proprietor, and partnership. j. Identify the role of the citizen in our free enterprise system. k. Evaluate the degree to which the free market system provides for the needs of the consumer. l. Analyze the extent to which women and minorities have benefitted (or not) from the free enterprise system in the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12.5
or
Approximate Amount of Class Time 15 days

GRADE LEVEL OR SUBJECT: Applied Economics

TEXT: Applied Economics: A Program of Junior Achievement - Shapiro

UNIT OR TOPIC: Unit I What is Economics?

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Summarize data - read and summarize an article dealing with a town council meeting held to determine which of two proposals to use land should be approved. Select two speakers and summarize their argument at the hearing.	VCR - People on Market Street Scarcity and Planning
C. Graphic Interpretation: cartoon - Study cartoon and answer questions 1-5.	Study Guide #5 p.3 Interpret "Questions for Economic Reasoning and Discussion"
D. Communication & Research Skills: Organizing and expressing ideas in written form. Read article and answer question, "How Much Government Is Too Much Government."	Economic Skills Lab: Interpreting Cartoons 1-5 p.15
E. Other Social Studies Skills:	Study Guide #5 pp 17-18 "Reading for Enrichment"

Applied Economics

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. The role supply and demand plays in conjunction with economic markets to determine market prices. Exit Outcomes (cont.) 15. Pursue active civic responsibility.	9. Develop higher level thinking skills. 8. Understand Social Studies terms/concepts. 10. Apply knowledge to solve problems through use of appropriate research. 6. Examine the role of famous men and women in history from various ethnic groups. 17. Analyze conflict and cooperation. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 2. Demonstrate knowledge of how our community/our state/our nation began. 7. Explain essential characteristics of local, state, and national government. 4. Compare and contrast different governments/cultures/values and beliefs.	a. Identify and apply the concept of supply. b. Identify and apply the concept of demand. c. Compare and contrast supply and demand. d. Identify the circular flow concept. e. State the Law of Demand. f. State the Law of Supply. Compare and contrast the Laws of Supply and Demand. g. Graph a supply curve. h. Graph a demand curve. i. Identify elasticity and inelasticity of both supply and demand. j. Explain shifts in supply and demand curves. k. Differentiate between a change in level of supply and a change in quantity supplied. l. Differentiate between a change in level of demand and a change in quantity demanded. m. Describe the role of competition in private enterprise. n. Identify imperfect competition, such as monopolies and oligarchies. o. Evaluate the role the government plays in regulating business, including: Sherman Anti-Trust, Clayton Anti-Trust. p. Assess the role of minorities and women in private enterprise.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Provide hands-on experience in the operation of a business enterprise.		a. Define or describe the concept of competition and market structure.
		b. Identify the range of markets existing in the economy and define their components.
IV. Develop an appreciation of the need for ethical standards by business and consumers.		c. Evaluate the degree to which government has been successful in limiting monopoly power in some instances and fostering it in others.
		d. Summarize the aims of the Sherman and Clayton Anti-Trust Acts.
		e. Differentiate between the principal forms of corporate mergers.
		f. Analyze the ethical implications of some forms of business competition.
		g. Assess the representation of minorities and women in "the market place" and in their competitive status.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12.5
or
Approximate Amount of Class Time 15 days

GRADE LEVEL OR SUBJECT: Applied Economics

TEXT: Applied Economics: A Program of Junior Achievement - Shapiro

UNIT OR TOPIC: Unit II Supply, Demand, and the Consumer

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Assessing cause and effect: Analyze how the events listed will affect the market for particular goods or services. Match the letter of the "effect" with the events listed.	Study Guide #4 p. 3 "More Problems in Supply and Demand and Market Price"
C. Graphic Interpretation: Using graphs, analyze a table (demand schedule) and a graph to determine market price.	Study Guide # pp.26,27 Using "Understanding Supply and Demand Tables and Graphs"
D. Communication & Research Skills: Building vocabulary	Study Guide: "Ecoscramble" p. 36
E. Other Social Studies Skills: Seeing others point of view: Different savings and investment plans have different risks and rates of return. Discuss the degree of risk involved with each of the following savings or investments and the potential for gain: Government Bond, Passbook Savings, Money Market Fund, Mutual Fund, and Certificate of Deposit.	Study Guide: p.39 "Questions for Economic Reasoning and Discussions"

Applied Economics

Major Topics
(Instructional Content)

V. The role and interrelationships of Labor, Federal and State governments and financial institutions in our private enterprise system.

VI. Involvement of students with representatives of the business community, labor, and government.

VII. Enable students to explore careers, the job market, consumer issues, and other aspects of personal economics.

VIII. Enhance the teaching of economics.

Exit Outcomes
(Course Objectives)

9. Develop higher level thinking skills.

8. Understand Social Studies terms/concepts.

1. Explain what we mean when we exhibit patriotism and citizenship.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.

15. Pursue active civic responsibility.

2. Demonstrate knowledge of how our community/our state/our nation began.

6. Examine the role of famous mean and women in history from various ethnic groups.

11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success
(Learner Outcome Statements)

a. Compare and contrast management from labor.

b. Describe the role labor unions have played in the development of the American industrial system.

c. Summarize and project the implication of the recent changes that have been taking place in the labor force.

d. Explain why government participation in the economy has grown over the years.

e. Describe and analyze the Federal budget creation process.

f. Identify reasons why governments levy taxes.

g. Explain why taxation is significant and needed.

h. Evaluate criticisms of Federal income tax and offer alternative solutions.

i. Define concept of: exchange, money, interdependence, inflation, and deflation.

j. Analyze the role/function of the Federal Reserve on the economy.

k. Identify the role of credit and its impact vs. borrowing? (short-term vs. long-term)

l. Describe the function and the creation of money.

m. Analyze the relevancy of the Federal debt and its impact.

Applied Economics

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 10. Apply knowledge to solve problems through use of appropriate research. 17. Analyze conflict and cooperation.	n. Suggest some of the responsibilities, requirements, and rewards of entrepreneurship. o. Analyze a balance sheet and an income statement. p. Identify the costs and benefits of career planning. q. Evaluate the degree to which market and non-market forces affect wages. r. Operate a company through the use of a management-economic computer simulation. s. Define equal economic opportunity and equal employment opportunity. t. Analyze the concentration of minorities and women in certain careers or industries.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 15
or
Approximate Amount of Class Time 18 days

GRADE LEVEL OR SUBJECT: Applied Economics

TEXT: Applied Economics: A Program of Junior Achievement - Shapiro

UNIT OR TOPIC: Unit III Launching and Financing a Business

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Recognizing Values - "Rating Scale for Personal Traits Important to a Business Proprietor"	Study Guide - "Questions for Economic Reasoning and Discussion" p.57
C. Graphic Interpretation: Using data from a graph - the table summarizes: 1) the number of proprietorships, partnerships, and corporations in the United States in a particular year, and 2) total receipts.	Study Guide - Economic Skills Lab - "Interpreting Statistical Data About Business Organizations" pp. 62-63
D. Communication & Research Skills: Developing reading comprehension - Read article, "Young Entrepreneurs - Two Case Studies". Answer "Questions for Understanding #1-6.	Study Guide - "Reading for Enrichment" pp. 80-89 #1-6
E. Other Social Studies Skills: Interpreting Primary Sources - read newspaper stock table of the New York Stock Exchange, January 14, 1987, USA Today. Answer questions #1-10.	Study Guide - Economic Skills Lab "How to Read Newspaper Stock Market Tables" p.75

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 10
or
Approximate Amount of Class Time 12 days

GRADE LEVEL OR SUBJECT: Applied Economics

TEXT: Applied Economics: A Program of Junior Achievement - Shapiro

UNIT OR TOPIC: Unit IV How Firms Compete - The Role of Labor

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Making decisions - read article "Making Economic Decisions: Closing a Plant" Write questions #1-5.	Study Guide, Economic Skills Lab pp.118-119 VCR - "Social Decision Making"
C. Graphic Interpretation: Using tables - interpretation of cartoon. Read "The Tastee Dog Company" using Market Survey (table) and explanatory cartoons. "If you owned the Tastee Dog Company, which price would you set for your hot dogs?" - "Which price will they choose?"	Text Chapter 8, p. ?? "Reading for Enrichment"
D. Communication & Research Skills: Organizing and expressing ideas in written form. Using explanation and a sample letter, write a letter to your Congressman. Answer questions #1-4.	Study Guide: Economic Skills Lab, "Writing to Your Government Representatives" pp. 101-103
E. Other Social Studies Skills: Seeing others point of view: Read the article: "To Work Or Not To Work?" Researchers Greenberger and Steinberg challenge the role of the teenager in the workplace.	Study Guide - "Reading for Enrichment: pp. 110-111 Write questions #1-3.

Applied Economics

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IX. The Macroeconomic perspective of poverty, population, and income. X. Demonstrate the basic concepts of economics as they operate in free enterprise and other economic systems.	9. Develop higher level thinking skills. 8. Understand Social Studies terms/concepts. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state, and national government. 4. Compare and contrast different governments/cultures/values and beliefs. 3. Develop basic geographic literacy. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Define fiscal policy. b. Define unemployment. c. Define aggregate supply and demand. d. Define business cycle. e. Define Gross National Product. f. Analyze the significance of GNP in current and constant dolllars. g. Compare and contrast the relationship between GNP and GNP per capita in real vs. current dollar. h. Analyze the business indicators. i. Evaluate the barriers to International Trade. j. Analyze the economic revolution taking place in Eastern Europe. k. Identify and analyze the connection between poverty, income and overpopulation. l. Identify the causes of poverty and overpopulation. m. Analyze and evaluate the degree to which different economic systems solve the basic economic problems. n. Define or describe the concepts of absolute and comparative advantage and barriers to trade; balance of payments and exchange rates; and international aspects of growth and stability. o. Identify the features that distinguish one economic system from another. p. Compare and contrast socialism in the Soviet Union, Hungary and England. q. Analyze the distribution of wealth in the United States. r. Compare income by race, sex and national origin.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12.5
or
Approximate Amount of Class Time 15 days

GRADE LEVEL OR SUBJECT: Applied Economics

TEXT: Applied Economics: A Program of Junior Achievement - Shapiro

UNIT OR TOPIC: Unit V Government, Money, and the Economy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locating places on maps. Locate the places in the country where the Federal Reserve Banks are located.	Test p. 136
B. Critical Thinking Skills: Analyzing comparisons - compare and contrast the effect on different groups of people of progressive regressive and proportional taxes. See film, fill out film guide.	I.R.S. film - "Taxes Affect Different Income Groups" Film Guide #1-4
C. Graphic Interpretation: Using tables - calculate a Consumer Price Index. Using given data, figure out a sample Consumer Price Index from 1986-1990. Read explanatory materials. Answer questions.	Study Guide - "Reading for Enrichment - How Changes in Values of the Dollar are Measured: Index Numbers" p 142, and "Economic Skills Lab - Calculating a Consumer Price Index" p. 143, #1-2
D. Communication & Research Skills: Locating and gathering information - gather data from tax packet and fill out sample #4 and 1040 (3) for illustrative individuals.	Tax Packet - "Understanding Tax Forms" from Internal Revenue Service (updated yearly)
E. Other Social Studies Skills: Developing a sense of chronology - Read text materials dealing with business cycle. Track the occurrence frequency and direction of recessions through out the period 1800- 1990. Ask "What phase of the business cycle are we in now?" Refer to newspapers, radio, T.V.	Text pp. 130-141

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12.5
or
Approximate Amount of Class Time 15 days

GRADE LEVEL OR SUBJECT: Applied Economics

TEXT: Applied Economics: A Program of Junior Achievement - Shapiro

UNIT OR TOPIC: Unit VI The Global Economy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Evaluating sources of information and comparisons - Read "Their Money" for an explanation of foreign exchange. Read "Why Do Exchange Rates Change?", p. 159 of text. Compare the value of eleven (11) countries' currency in terms of the dollar. Fill out conversions #1-4.	Text: "Their Money" from the Federal Reserve Bank of Richmond. Study Guide: "Using Foreign Exchange Rates" pp. 171-172
C. Graphic Interpretation: Interpreting cartoons - analyze cartoon, "Economic Skill Lab - Interpreting Cartoons" Answer questions #1-3.	Study Guide - "Economics Skills Guide" p. 164
D. Communication & Research Skills: Debating issues - Read the two (2) competing positions: Position #1: "I believe in buying the highest quality automobile for the dollar regardless of which country produces it." Position #2: "I believe in buying American products rather than those made by foreign companies." Debate and write the answer to three (3) questions.	Study Guide - "Questions for Economic Reasoning and Discussion" p. 163
E. Other Social Studies Skills: Seeing others point of view: Read "The Protectionist Illusion" and "The Free Trade Illusion." Answer questions 1-3, 1-4.	Study Guide - "Reading for Enrichment pp. 167-170

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Economics 8716 (Grade 12)

Course Description: This course is for students to develop an understanding of the basic concepts of economics as they will experience them in their daily lives as consumers and producers. Areas of content will include taxes, banking, insurance, supply, and demand, budgeting, credit, labor and management, and different economic systems. This course will be adapted to meet each student's needs.

Major Topics (Instructional Content)

I. Basic concepts of economics in a free-enterprise system

- Economics and Scarcity
- Money and its affect on economic life
- Role and rights of the consumer
- The producer
- Capitalism and our free enterprise system
- The individual in the American Economic System
- Excess of Capitalism
- The adverse effects of monopolistic enterprises and markets
- Capitalism and the oppression minorities, women, the handicapped, children, and the aged are faced with.

Exit Outcomes (Course Objectives

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interacttion of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success Learner Outcome Statements

a. Explore and interpret charts, graphs, maps, and tables in relation to economics.

b. Understand that economics means making choices.

c. Describe scarcity as an economic problem.

d. Compare and contrast goods and services; necessities and luxuries.

e. Identify opportunity costs.

f. Research newspaper articles and identify kinds of economic choices.

g. Trace the evolution of varied types of mediums of exchange from barter to the present money system.

h. Research medium of exchange in cultures of Europe, Africa, Asia, and Latin America.

i. Discuss the advantages and disadvantages of credit.

j. Understand the role of the consumer in the free market.

Economics 12

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation. 8. Understand Social Studies terms/concepts.	k. Synthesize Adam Smith's concepts of capitalism, and private property. l. Explain the interdependence of various factors in the American Economic Systems (division of labor, multiplier effect, flow of income and role of government). m. Analyze scarcity or inequality in certain sectors of the population and examine racist and sexist causes. n. Why are set-aside programs for minorities and women helpful to a free enterprise system? o. Examine employment practices with regard to hiring, firing, pay and equal employment opportunity. p. Analyze income and salary for various occupations per factors of race, sex, age and national origin. q. Defend and critique affirmative action and set-aside programs. r. Analyze the top management jobs and salaries for men and women.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS, Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit I Chapters 1-3 - What is Economics?

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of U.S. - States vary in Per Capita Income	Kingdom of Mocha Market Street: Scarcity & Planning
B. Critical Thinking Skills: 1. "TINSTAAFL" (no free lunch) 2. Explain "Opportunity Cost" and its impact on decisions. 3. Know Market Economy needs buyers and sellers. 4. Recognize risk of business vs. chance for success.	Market Street: Cost
C. Graphic Interpretation: Bar graph showing Per Capita Income Organizational Chart - Goods, Service Line graph for Savings & Investment in U.S. Ownership and Control Chart for a Corporation	Figure 1-2 pg. 10 Figure 1-3 pg. 13 Figure 2-2 pg. 38 Figure 3-2 pg. 55
D. Communication & Research Skills: Chapter terms and vocabulary Current events from media sources Debate causes and cures to econ problems in daily class discussion	*Stock Market Report (requirement) Min. 2 companies - trace for 8 wks, like Wall Street game
E. Other Social Studies Skills: Become self-employed or work for company Management and Labor's view of work place Detect stereotype of labor union wages vs. profit	Stock sales impact mergers (Fig. 3-5) and cause conglomerates Figure 2-1 pg. 35 motive of business.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
II. Factors that make the American Free-Enterprise System work. A. The Market Place B. Profits C. Competition D. Inflation	2. Demonstrate knowledge of how our community/our state/our nation began. 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	a. Understand "marketplace". b. Identify demand and its change. c. Identify supply and its changes. d. Compare and contrast the supply and demand curve and their relationship to price. e. Compare elastic and inelastic demand. f. Understand how profit fuels the marketplace. g. Identify various types of profit. h. Discover how competition affects prices, and quality. i. Examine levels of competition. j. Understand monopoly and the role of the government in competition. k. Identify inflation and its effect on the economy and on various economic and ethnic groups. l. Analyze and then construct a graph with supply and demand curves. m. Appraise the American Free Enterprise system with regard to social factors like per capita income, poverty level, illiteracy levels, infant mortality, life expectancy, and environmental destruction. n. Examine distribution of wealth in the United States showing what per cent of population own what per cent of wealth and resources.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 4 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 12 Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit II Chapters 4-7

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** U.S. map to visualize "Sun Belt" impact on today's Market Place"	Wenschow Relief Map of World (room 236)
B. **Critical Thinking Skills:** Should Government increase involvement in free enterprise? Recognize difference between Law of Demand and product elasticity. Analyze impact of Supply on Profit maximization; Generalize effect of Supply and Demand on Price	Government Agencies Listing pg 93-94 Table 5-A pg. 115 and 113; Figure 6-6 pg. 144; Market Street Demand-Supply Market Elasticity Price
C. **Graphic Interpretation:** Refer to the many tables and charts included in text.	Tables and charts referring to economic data on minorities and women.
D. **Communication & Research Skills:** Vocabulary words expand understanding Debating issues from text examples and daily events examples - Express ideas in writing -Pro/Con on issue	pgs. 96-120-146-174 Newspapers - magazines - tape programs from TV (Channel 1 if possible) Essay segment of test.
E. **Other Social Studies Skills:** Develop sense of chronology Distinguish Fact from Opinion in Products	Circular flow chart Fig. 4-1 pg. 80 Explain Product Differentiation and Monopolistic Competition pg. 84

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
III. Factors of Employment	1. Explain what we mean when we exhibit patriotism and citizenship.	a. List and describe various types of wages.
A. Wages	2. Demonstrate knowledge of how our community/our state/our nation began.	b. Understand gross and net pay.
B. Labor	7. Explain essential characteristics of local, state and national government.	c. Identify factors affecting wages.
C. Taxes	8. Understand social studies terms/concepts.	d. Explain national income and per capita income.
D. Employment Practices	9. Develop higher level thinking skills.	e. Investigate a paycheck stub and calculate deductions for net pay.
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	f. Explore the role of immigrants and women and their varied experiences in various sectors of the United States Labor Force.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	g. Trace the history of labor unions and their effects on the American Economy.
	15. Pursue active civic responsibility.	h. Identify significant Federal legislation in the labor movement.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	i. Understand collective bargaining.
		j. Assess the role of labor unions in the marketplace today.
		k. Discuss various types of taxes, their sources and uses and the responsibility of American citizens to pay taxes.
		l. Examine W-2 Forms and use that information to fill out Federal and State Income Tax returns.
		m. Examine the percentage of total taxes paid by middle income wage earners as compared to the percentage paid by higher income wage earners.
		n. Analyze the percentage of pay for equal work earned by women compared for the same work done by men; examine same for minorities and non-minorities.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____2 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit III Chapters 8-10

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate location of first Labor Union - Coal Mines and New England Factories	"U.S." map section of World Map
B. Critical Thinking Skills: Civilian Labor Force vs. Population of U.S. Understand Theory of Wage Determination Recognize Federal - State - Local Taxes - Soc. Security	See "Graphics Section C" Fig. 8-3 and 8-4 (W-2) (W-4) and E-Z forms Various labor statistics by race, sex, ethnicity, age and national origin.
C. Graphic Interpretation: Fig. 8-1 pg 183 Labor Force Review charts and visualizations of deficit. Explain political cartoons Summarize data: ITT & Int. Bus. Coll. speakers	Fig. 10-2 10-3 10-4 10-5 10-7 Page 254 and daily media Handout surveys and fact sheets
D. Communication & Research Skills: Vocabulary terms from text Pro-Con debate groups over deficit-budget; Reference articles from National magazines Personal Budget Sheets to determine solvency	Pg. 263 5 member teams from each hour (Rotate each 6 weeks) Time-Newsweek-U.S.News in classroom Handout ditto outline from instructor
E. Other Social Studies Skills: Compare citizen view of "entitlement" & S.S. to unemployed and retirees needs Political value of not cutting programs	Editorials from current media (local and national) John M. Keynes role in New Deal (pg. 239)

Economics 12

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. The World of Business A. Investments, Corporations, and the Stock Market. B. Interest Rates and Banking. C. Credit D. Insurance	5. Exhibit an understanding of of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state and national government. 8. Understand Social Studies terms/concepts. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationships to individuals, communities, states and nations. 10. Apply knowledge to solve problems through use of appropriate research. 15. Pursue active civic responsibility. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify various kinds of investments. b. Understand corporations. c. Discuss the stock market and factors which affect it in the United States and abroad. d. Trace specific companies' shares of stock over at least 30 days-graph its profit and loss, calculate profit/loss per share. e. Understand various types of interest. f. Discuss various purposes of banks and their services. g. Demonstrate how to use a savings account. h. Demonstrate how to write checks and balance a checking account. i. Understand consumer credit. j. Compare and contrast different types of credit accounts/loans. k. Calculate interest on various accounts. l. Display wise credit buying choices. m. Examine different types of insurance and their coverages. n. Discover insurance needs for different occupations, ages, and life styles. o. Determine the role of minorities and women in the business world. p. Explain why loan applications cannot discriminate due to race, sex, age, national origin, or marital status.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Weeks

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit IV Chapters 11-13

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate areas of U.S. of most bank failures	Maps showing concentration of populations and prosperity.
B. Critical Thinking Skills: Barter system to todays "float" currency - Electronic banking's effect on "Spending sprees" Federal Res. Board's role in low prime rate. Should S & L's and credit unions be under FRS?	Banking in USA today (VCR tape) "The Boiler Room" (VCR) State Department Attorney General
C. Graphic Interpretation: Growth of Dual Bank System; Bank Failures (FDIC) Organization Chart for FRS; How Check Clears Reserve Requirement Bar Graphs	Actual loan applications for car loans, line of credit and house purchase. Fig. 11-4 and 11-7; Fig. 12-2 Figs. 12-3, 12-4, 12-5 and Fig. 12-6
D. Communication & Research Skills: Chapter Vocabulary Terms Show and explain actual confederate -Japanese - Canadian currency. Display Credit Report and Truth-Lending Contract	Use selection from end of chapter. Personal collection of world money and Civil War dollars. Actual Credit Report - Bank Loan and Credit Rating Print out
E. Other Social Studies Skills: Old money Greenbacks to proposed color coding of U.S. currency (Good or Bad) Political impact the credit-interest rate has on voters and consumers attitude will "bail-out" expense be too much?	Newspaper articles and editorial Monitor speech of candidates and Prime Legislators to restrict FSLIC and FDIC insured limits

Economics 12

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
V. The Role of Government A. Monetary Policy B. Fiscal Policy C. National Debt D. Gross National Product E. Managing our Resources	5. Exhibit an understanding of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state and national government. 8. Understand Social Studies terms/concepts. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Explain how the Federal Reserve System controls the supply of money. b. Understand how the Federal Reserve helps control the business cycle. c. Examine how government spending changes the business cycle. d. Discuss the national debt. e. Discuss the effect of the national deficit. f. Describe what makes up the gross national product. g. Discuss various factors which affect the gross national product. h. Understand different types of resources and their limits. i. Identify the need for new energy sources. j. Identify types of pollution and possible solutions. k. Determine the impact of the business cycle on minorities and women. l. Analyze the growth of the national debt by presidential administrations. m. Assess the advantages or disadvantages of the control of interest rates by the United States Federal Reserve. n. Appraise the bailout process of the Federal government of the failing savings and loans system.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12.5 Hours
or
Approximate Amount of Class Time (15 Days)

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit V The Overall Economy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: None	
B. Critical Thinking Skills: Defend or negate the following: An increased federal deficit is a justifiable way to offset economic decline."	VCR film- "Star Spangled Spenders"
C. Graphic Interpretation: Analyze graph: "Real Versus Current GNP in the United States, 1939-1986.	Statistics on per capita income by race, sex, age and national origin Chapter 18, pg. 366. Also analyze and make line graph of GNP pg. 109 of "Activity Book."
D. Communication & Research Skills: Understand economic vocabulary Complete crossword puzzle using vocabulary words from Unit 5	Activity B "Understanding Economics: Economics Vocabulary" pp. 129-130 of "Activity Book"
E. Other Social Studies Skills: Interpret primary sources: "Understanding Sources: Index of Leading Indicators From The Wall Street Journal, December 3, 1986. Read the paragraph and answer the questions.	Text, Questions 1,2, 3, 4 pg. 385

Economics 12

Major Topics
(Instructional Content)

VI. Comparative Economic Systems
  - A. Capitalism
  - B. Communism
  - C. Socialism

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (cont.)

17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

a. Identify the three basic Economic Systems

b. Locate countries or societies of the world which are predominantly traditional, command, or capitalist economies.

c. Compare and contrast the three Economic Systems. How are minorities and women treated in each system?

d. Discuss communism as it developed in the U.S.S.R. based on the ideas of Karl Marx.

e. Discuss recent changes in the U.S.S.R. and Eastern BLOC nations and their command economies.

f. Examine the differences between political and economic systems.

g. Identify the meaning of socialism and its goals.

h. Compare and contrast countries that are socialistic (i.e. Great Britain, U.S.S.R., and Sweden.)

i. Develop an understanding of the rapid economic changes taking place in the Soviet Union and Eastern Europe.

j. Examine the role of women in the U.S.S.R. economy and compare to role of women in the United States of America.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 10
or
Approximate Amount of Class Time 12 Days

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS, Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit VI World Economy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** On a world map, locate countries producing certain products from your home. Fill out a product-country list. Color map from a legend of your making and list the product of that country.	Activity - A Reteaching Worksheet: Reading Maps Part 1 Part of Activity Book Pages 142 and 144
B. **Critical Thinking Skills:** Hypothesizing from Limited Data: Choose a news magazine article about the current state of the economy in one of the Comecon countries or Japan, China, Sweden. Using the article and information in the text, form a hypothesis about the future status of that country's economy.	Activity C Hypothesizing from limited Data p. 141 "Activity Book" Economic statistics relating to status of men and women, and minority and non-minorities in the economies of socialist and capitalist countries.
C. **Graphic Interpretation:** Interpret the economic cartoon from "Berry's World". Ask question: How might the issue of protectionism differ for a worker and a consumer.	Text cartoon, pg. 445
D. **Communication & Research Skills:** Using the article "Protectionism or Free Trade: Which is Better for the United States?" and data from the Media Center date this issue.	"Case Study: Issue" from text pg. 448 and other material from Media Center
E. **Other Social Studies Skills:** Seeing others' point of view through reading the article, "Andropov's Tall Order: Rousing the Loafers" Classify behavior from the article in columns. "Capitalistic" and "Socialistic/Communistic systems."	From "Activity B - Skill Workshop. Classifying Information", pg. 139-140 of Activity Book

Economics 12

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VII. A World View A. World Trade B. Paying for Foreign Trade C. The Strength of the Dollar	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding and interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Examine the importance of world trade in our technologically advanced society. b. Discuss the interdependence of international trade with other countries and/or their cultures. c. Understand how free trade in the international marketplace would be beneficial to the consumer. Contrast that with barriers used by countries for protection of their own economics. d. Discuss the rate of exchange and the balance of trade in the world marketplace. e. Assess the difficulties and benefits in trading with other countries with different customs, languages and values. f. Display an understanding of how the weak/strong dollar effects the U.S. economy and foreign trade. g. Assess the results of establishing a tariff free relationship between the United States and Canada and the United States and Mexico. h. Analyze the relationship between the United States and underdeveloped third world countries. i. Evaluate the extent of United States consumption of world resources per its small percentage of the world population. Why do so few consume so much and for how long?

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 9 days

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS, Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit VII Fundamental Economic Problems

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Predicting population trends from maps. Based on a facts list, a table and a map predict future economic and population trends to the yea 2000.	Skill Workshop: Predicting Population Trends pg. 154-156
B. **Critical Thinking Skills:** Verify a Theory - Utilizing two tables support or disprove the theory that in the United States, families headed by males tend to suffer the same levels of poverty as those headed by females.	Statistics or indicators of wealth Reteaching Workshop: Verifying A Theory pp. 152-153 "Activity Book" Statistics on poverty and income levels by race, sex, age, ethnicity & national orig.
C. **Graphic Interpretation:** Using Supply and Demand Curves to Examine the Costs of Pollution	Skill Worksheet; "Activity Book pgs. 162-163
D. **Communication & Research Skills:** Develop reading comprehension, locate and gather information and express ideas in written form through a case study on "Poverty". Read about programs for reducing poverty in your text, find current newspapers and new magazines and examine four profiles (case studies). Specify the Aid programs you recommend.	Enrichment Workshop: Poverty "Activity Book pp 157-158
E. **Other Social Studies Skills:** Interpreting Primary Sources - Read report on "Even $18. a Barrel Oil won't halt Plunging U.S. Output" from The Wall Street Journal, Nov. 3, 1986 Answer questions.	Text "Understanding Sources" Question 1, 2, 3, pg. 533

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Economics 8986, 8966, 8946, 9836 (L.D.)

Course Description: This course is for students to develop an understanding of the basic concepts of economics as they will experience them in their daily lives as consumers and producers. Areas of content will include taxes, banking, insurance, supply, and demand, budgeting, credit, labor and management, and different economic systems. This course will be adapted to meet each student's needs.

Major Topics
(Instructional Content)

I. Basic concepts of economics in a free-enterprise system

Economics and Scarcity
Money and its affect on economic life
Role and rights of the consumer
The producer
Capitalism and our free enterprise system
The individual in the American Economic System
Excess of Capitalism
The adverse effects of monopolistic enterprises and markets
Capitalism and the oppression minorities, women, the handicapped, children, and the aged are faced with.

Exit Outcomes
(Course Objectives

4. Compare and contrast different governments/cultures/values and beliefs.

5. Exhibit an understanding of interdependence and demonstrate global awareness.

6. Examine the role of famous men and women in history from various ethnic groups.

9. Develop higher level thinking skills.

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interacttion of various individual, family, social, political and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success
Learner Outcome Statements

a. Explore and interpret charts, graphs, maps, and tables in relation to economics.

b. Understand that economics means making choices.

c. Describe scarcity as an economic problem.

d. Compare and contrast goods and services; necessities and luxuries.

e. Identify opportunity costs.

f. Research newspaper articles and identify kinds of economic choices.

g. Trace the evolution of varied types of mediums of exchange from barter to the present money system.

h. Research medium of exchange in cultures of Europe, Africa, Asia, and Latin America.

i. Discuss the advantages and disadvantages of credit.

j. Understand the role of the consumer in the free market.

Over

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation. 8. Understand Social Studies terms/concepts.	k. Synthesize Adam Smith's concepts of capitalism, and private property. l. Explain the interdependence of various factors in the American Economic Systems (division of labor, multiplier effect, flow of income and role of government). m. Analyze scarcity or inequality in certain sectors of the population and examine racist and sexist causes. n. Why are set-aside programs for minorities and women helpful to a free enterprise system? o. Examine employment practices with regard to hiring, firing, pay and equal employment opportunity. p. Analyze income and salary for various occupations per factors of race, sex, age and national origin. q. Defend and critique affirmative action and set-aside programs. r. Analyze the top management jobs and salaries for men and women.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit I Chapters 1-3 - What is Economics?

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of U.S. - States vary in Per Capita Income	Kingdom of Mocha Market Street: Scarcity & Planning
B. Critical Thinking Skills: 1. "TINSTAAFL" (no free lunch) 2. Explain "Opportunity Cost" and its impact on decisions. 3. Know Market Economy needs buyers and sellers. 4. Recognize risk of business vs. chance for success.	Market Street: Cost
C. Graphic Interpretation:	
Bar graph showing Per Capita Income	Figure 1-2 pg. 10
Organizational Chart - Goods, Service	Figure 1-3 pg. 13
Line graph for Savings & Investment in U.S.	Figure 2-2 pg. 38
Ownership and Control Chart for a Corporation	Figure 3-2 pg. 55
D. Communication & Research Skills: Chapter terms and vocabulary Current events from media sources Debate causes and cures to econ problems in daily class discussion	*Stock Market Report (requirement) Min. 2 companies - trace for 8 wks, like Wall Street game
E. Other Social Studies Skills: Become self-employed or work for company Management and Labor's view of work place Detect stereotype of labor union wages vs. profit	Stock sales impact mergers (Fig. 3-5) and cause conglomerates Figure 2-1 pg. 35 motive of business.

Economics LD

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
II. Factors that make the American Free-Enterprise System work. A. The Market Place B. Profits C. Competition D. Inflation	2. Demonstrate knowledge of how our community/our state/our nation began. 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	a. Understand "marketplace". b. Identify demand and its change. c. Identify supply and its changes. d. Compare and contrast the supply and demand curve and their relationship to price. e. Compare elastic and inelastic demand. f. Understand how profit fuels the marketplace. g. Identify various types of profit. h. Discover how competition affects prices, and quality. i. Examine levels of competition. j. Understand monopoly and the role of the government in competition. k. Identify inflation and its effect on the economy and on various economic and ethnic groups. l. Analyze and then construct a graph with supply and demand curves. m. Appraise the American Free Enterprise system with regard to social factors like per capita income, poverty level, illiteracy levels, infant mortality, life expectancy, and environmental destruction. n. Examine distribution of wealth in the United States showing what per cent of population own what per cent of wealth and resources.

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OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 4 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 12 Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit II Chapters 4-7

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: U.S. map to visualize "Sun Belt" impact on today's Market Place"	Wenschow Relief Map of World (room 236)
B. Critical Thinking Skills: Should Government increase involvement in free enterprise? Recognize difference between Law of Demand and product elasticity. Analyze impact of Supply on Profit maximization; Generalize effect of Supply and Demand on Price	Government Agencies Listing pg 93-94 Table 5-A pg. 115 and 113; Figure 6-6 pg. 144; Market Street Demand-Supply Market Elasticity Price
C. Graphic Interpretation: Refer to the many tables and charts included in text.	Tables and charts referring to economic data on minorities and women.
D. Communication & Research Skills: Vocabulary words expand understanding Debating issues from text examples and daily events examples - Express ideas in writing -Pro/Con on issue	pgs. 96-120-146-174 Newspapers - magazines - tape programs from TV (Channel 1 if possible) Essay segment of test.
E. Other Social Studies Skills: Develop sense of chronology Distinguish Fact from Opinion in Products	Circular flow chart Fig. 4-1 pg. 80 Explain Product Differentiation and Monopolistic Competition pg. 84

Major Topics
(Instructional Content)

III. Factors of Employment

- A. Wages
- B. Labor
- C. Taxes
- D. Employment Practices

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
7. Explain essential characteristics of local, state and national government.
8. Understand social studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. List and describe various types of wages.
b. Understand gross and net pay.
c. Identify factors affecting wages.
d. Explain national income and per capita income.
e. Investigate a paycheck stub and calculate deductions for net pay.
f. Explore the role of immigrants and women and their varied experiences in various sectors of the United States Labor Force.
g. Trace the history of labor unions and their effects on the American Economy.
h. Identify significant Federal legislation in the labor movement.
i. Understand collective bargaining.
j. Assess the role of labor unions in the marketplace today.
k. Discuss various types of taxes, their sources and uses and the responsibility of American citizens to pay taxes.
l. Examine W-2 Forms and use that information to fill out Federal and State Income Tax returns.
m. Assess the extent of equal economic and employment opportunity based on race, sex, handicap and national origin.
n. Compare wage and income statistics by race, sex, handicap and national origin.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____2 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit III Chapters 8-10

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate location of first Labor Union - Coal Mines and New England Factories	"U.S." map section of World Map
B. Critical Thinking Skills: Civilian Labor Force vs. Population of U.S. Understand Theory of Wage Determination Recognize Federal - State - Local Taxes - Soc. Security	See "Graphics Section C" Fig. 8-3 and 8-4 (W-2) (W-4) and E-Z forms Various labor statistics by race, sex, ethnicity, age and national origin.
C. Graphic Interpretation: Fig. 8-1 pg 183 Labor Force Review charts and visualizations of deficit. Explain political cartoons Summarize data: ITT & Int. Bus. Coll. speakers	Fig. 10-2 10-3 10-4 10-5 10-7 Page 254 and daily media Handout surveys and fact sheets
D. Communication & Research Skills: Vocabulary terms from text Pro-Con debate groups over deficit-budget; Reference articles from National magazines Personal Budget Sheets to determine solvency	Pg. 263 5 member teams from each hour (Rotate each 6 weeks) Time-Newsweek-U.S.News in classroom Handout ditto outline from instructor
E. Other Social Studies Skills: Compare citizen view of "entitlement" & S.S. to unemployed and retirees needs Political value of not cutting programs	Editorials from current media (local and national) John M. Keynes role in New Deal (pg. 239)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. The World of Business A. Investments, Corporations, and the Stock Market. B. Interest Rates and Banking. C. Credit D. Insurance	5. Exhibit an understanding of of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state and national government. 8. Understand Social Studies terms/concepts. 11. Appreciate role and interaction of various individual, family, social, political and ecomonic groups. 13. Establish an awareness of current issues and events and their relationships to individuals, communities, states and nations. 10. Apply knowledge to solve problems through use of appropriate research. 15. Pursue active civic responsibility. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify various kinds of investments. b. Understand corporations. c. Discuss the stock market and factors which affect it in the United States and abroad. d. Trace specific companies' shares of stock over at least 30 days-graph its profit and loss, calculate profit/loss per share. e. Understand various types of interest. f. Discuss various purposes of banks and their services. g. Demonstrate how to use a savings account. h. Demonstrate how to write checks and balance a checking account. i. Understand consumer credit. j. Compare and contrast different types of credit accounts/loans. k. Calculate interest on various accounts. l. Display wise credit buying choices. m. Examine different types of insurance and their coverages. n. Discover insurance needs for different occupations, ages, and life styles. o. Determine the role of minorities and women in the business world. p. Explain why loan applications cannot discriminate due to race, sex, age, national origin, or marital status.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Weeks

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit IV Chapters 11-13

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate areas of U.S. of most bank failures	Maps showing concentration of populations and prosperity.
B. Critical Thinking Skills: Barter system to todays "float" currency - Electronic banking's effect on "Spending sprees" Federal Res. Board's role in low prime rate. Should S & L's and credit unions be under FRS?	Banking in USA today (VCR tape) "The Boiler Room" (VCR) State Department Attorney General
C. Graphic Interpretation: Growth of Dual Bank System; Bank Failures (FDIC) Organization Chart for FRS; How Check Clears Reserve Requirement Bar Graphs	Actual loan applications for car loans, line of credit and house purchase. Fig. 11-4 and 11-7; Fig. 12-2 Figs. 12-3, 12-4, 12-5 and Fig. 12-6
D. Communication & Research Skills: Chapter Vocabulary Terms Show and explain actual confederate -Japanese - Canadian currency. Display Credit Report and Truth-Lending Contract	Use selection from end of chapter. Personal collection of world money and Civil War dollars. Actual Credit Report - Bank Loan and Credit Rating Print out
E. Other Social Studies Skills: Old money Greenbacks to proposed color coding of U.S. currency (Good or Bad) Political impact the credit-interest rate has on voters and consumers attitude will "bail-out" expense be too much?	Newspaper articles and editorial Monitor speech of candidates and Prime Legislators to restrict FSLIC and FDIC insured limits

Economics LD

Major Topics
(Instructional Content)

V. The Role of Government
   - A. Monetary Policy
   - B. Fiscal Policy
   - C. National Debt
   - D. Gross National Product
   - E. Managing our Resources

Exit Outcomes
(Course Objectives)

5. Exhibit an understanding of interdependence and demonstrate global awareness.
7. Explain essential characteristics of local, state and national government.
8. Understand Social Studies terms/concepts.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Explain how the Federal Reserve System controls the supply of money.
b. Understand how the Federal Reserve helps control the business cycle.
c. Examine how government spending changes the business cycle.
d. Discuss the national debt.
e. Discuss the effect of the national deficit.
f. Describe what makes up the gross national product.
g. Discuss various factors which affect the gross national product.
h. Understand different types of resources and their limits.
i. Identify the need for new energy sources.
j. Identify types of pollution and possible solutions.
k. Determine the impact of the business cycle on minorities and women.
l. Analyze the growth of the national debt by presidential administrations.
m. Assess the advantages or disadvantages of the control of interest rates by the United States Federal Reserve.
n. Appraise the bailout process of the Federal government of the failing savings and loans system.

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OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12.5 Hours
or
Approximate Amount of Class Time (15 Days)

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit V The Overall Economy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: None	
B. Critical Thinking Skills: Defend or negate the following: An increased federal deficit is a justifiable way to offset economic decline."	VCR film- "Star Spangled Spenders"
C. Graphic Interpretation: Analyze graph: "Real Versus Current GNP in the United States, 1939-1986.	Statistics on per capita income by race, sex, age and national origin Chapter 18, pg. 366. Also analyze and make line graph of GNP pg. 109 of "Activity Book."
D. Communication & Research Skills: Understand economic vocabulary Complete crossword puzzle using vocabulary words from Unit 5	Activity B "Understanding Economics: Economics Vocabulary" pp. 129-130 of "Activity Book"
E. Other Social Studies Skills: Interpret primary sources: "Understanding Sources: Index of Leading Indicators From The Wall Street Journal, December 3, 1986. Read the paragraph and answer the questions.	Text, Questions 1,2, 3, 4 pg. 385

Economics LD

Major Topics
(Instructional Content)

VI. Comparative Economic Systems

- A. Capitalism
- B. Communism
- C. Socialism

Exit Outcomes (cont.)

17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Identify the three basic Economic Systems

b. Locate countries or societies of the world which are predominantly traditional, command, or capitalist economies.

c. Compare and contrast the three Economic Systems. How are minorities and women treated in each system?

d. Discuss communism as it developed in the U.S.S.R. based on the ideas of Karl Marx.

e. Discuss recent changes in the U.S.S.R. and Eastern BLOC nations and their command economies.

f. Examine the differences between political and economic systems.

g. Identify the meaning of socialism and its goals.

h. Compare and contrast countries that are socialistic (i.e. Great Britain, U.S.S.R., and Sweden.)

i. Develop an understanding of the rapid economic changes taking place in the Soviet Union and Eastern Europe.

j. Examine the role of women in the U.S.S.R. economy and compare to role of women in the United States of America.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 10
or
Approximate Amount of Class Time 12 Days

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit VI World Economy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: On a world map, locate countries producing certain products from your home. Fill out a product-country list. Color map from a legend of your making and list the product of that country.	Activity - A Reteaching Worksheet: Reading Maps Part 1 Part of Activity Book Pages 142 and 144
B. Critical Thinking Skills: Hypothesizing from Limited Data: Choose a news magazine article about the current state of the economy in one of the Comecon countries or Japan, China, Sweden. Using the article and information in the text, form a hypothesis about the future status of that country's economy.	Activity C Hypothesizing from limited Data p. 141 "Activity Book" Economic statistics relating to status of men and women, and minority and non-minorities in the economies of socialist and capitalist countries.
C. Graphic Interpretation: Interpret the economic cartoon from "Berry's World". Ask question: How might the issue of protectionism differ for a worker and a consumer.	Text cartoon, pg. 445
D. Communication & Research Skills: Using the article "Protectionism or Free Trade: Which is Better for the United States?" and data from the Media Center date this issue.	"Case Study: Issue" from text pg. 448 and other material from Media Center
E. Other Social Studies Skills: Seeing others' point of view through reading the article, "Andropov's Tall Order: Rousing the Loafers" Classify behavior from the article in columns. "Capitalistic" and "Socialistic/Communistic systems."	From "Activity B - Skill Workshop. Classifying Information", pg. 139-140 of Activity Book

Economics 12

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VII. A World View A. World Trade B. Paying for Foreign Trade C. The Strength of the Dollar	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding and interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Examine the importance of world trade in our technologically advanced society. b. Discuss the interdependence of international trade with other countries and/or their cultures. c. Understand how free trade in the international marketplace would be beneficial to the consumer. Contrast that with barriers used by countries for protection of their own economics. d. Discuss the rate of exchange and the balance of trade in the world marketplace. e. Assess the difficulties and benefits in trading with other countries with different customs, languages and values. f. Display an understanding of how the weak/strong dollar effects the U.S. economy and foreign trade. g. Assess the results of establishing a tariff free relationship between the United States and Canada and the United States and Mexico. h. Analyze the relationship between the United States and underdeveloped third world countries. i. Examine the role of women in the world market place.

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OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 9 days

GRADE LEVEL OR SUBJECT: 12th Economics

TEXT: ECONOMICS. Principles and Practice, Clayton-Brown and Greenberg

UNIT OR TOPIC: Unit VII Fundamental Economic Problems

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Predicting population trends from maps. Based on a facts list, a table and a map predict future economic and population trends to the yea 2000.	Skill Workshop: Predicting Population Trends pg. 154-156
B. Critical Thinking Skills: Verify a Theory - Utilizing two tables support or disprove the theory that in the United States, families headed by males tend to suffer the same levels of poverty as those headed by females.	Statistics or indicators of wealth Reteaching Workshop: Verifying A Theory pp. 152-153 "Activity Book" Statistics on poverty and income levels by race, sex, age, ethnicity & national orig.
C. Graphic Interpretation: Using Supply and Demand Curves to Examine the Costs of Pollution	Skill Worksheet; "Activity Book pgs. 162-163
D. Communication & Research Skills: Develop reading comprehension, locate and gather information and express ideas in written form through a case study on "Poverty". Read about programs for reducing poverty in your text, find current newspapers and new magazines and examine four profiles (case studies). Specify the Aid programs you recommend.	Enrichment Workshop: Poverty "Activity Book pp 157-158
E. Other Social Studies Skills: Interpreting Primary Sources - Read report on "Even $18. a Barrel Oil won't halt Plunging U.S. Output" from The Wall Street Journal, Nov. 3, 1986 Answer questions.	Text "Understanding Sources" Question 1, 2, 3, pg. 533

Course Title: A.P.U.S. History I (8421, 8422)

Course Description: Events that have shaped the American character are the focus of this semester course. Students will read the regular U.S. History textbook, plus primary and secondary material dealing with such topics as: the American ethic, the frontier experience and the Western expansion. College bound students enrolling in this course should have a sincere interest in history, a willingness to work outside the regular textbook and the ability to discuss and write ideas in a critical manner. This course fulfills graduation requirements of two (2) credits in U. S. History.

Major Topics
(Instructional Content)

I. Exploration and Colonial Era

1. Discovery and Settlement of the Western Hemisphere 1492-1650
   - A. Europe in the 16th century
   - B. Spanish, English, and French exploration
   - C. First English settlements
     1. Jamestown
     2. Plymouth
   - D. Spanish and French settlements and long-term influence
   - E. Native Americans (Indians)

2. America and the British Empire, 1650-1754
   - A. Chesapeake country
   - B. Growth of New England
   - C. Restoration colonies
   - D. Mercantilism; the Dominion of New England
   - E. Origins of slavery

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.

Indicators of Success
(Learner Outcome Statements)

a. Examine the exploration adventures of the Spanish, French, and English.
b. Identify the primary settlements in each colonial empire.
c. Compare and contrast Native American cultures with European ones.
d. Focus on the growth of British North America.
e. Trace the origins of slavery in the western hemisphere.
f. Distinguish between the economic and social lifestyles of the various colonies.
g. Analyze the importance of religion and religious movements in colonial life.
h. Examine the role of women in the Spanish, French and British colonization efforts.
i. Identify Native American heroes and heroines who assisted the colonists.
j. Assess the displacement of Native American people as colonization took place.

AP United States History I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
3. Colonial Society in the Mid-18th Century A. Social structure 1. Family 2. Farm and town life; the economy B. Culture 1. Great Awakening 2. The American mind 3. "Folkways" C. New immigrants	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsiblities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 3 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: *The American People*, Harper & Row

UNIT OR TOPIC: Exploration and Colonial Era

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of N. America - Where were Spanish, French and English most likely to come into conflict? Map of Europe - Which European states were most likely to become Colonial powers? Map of Atlantic Seaboard - Location of British Colonies	Films and videos Slides of New England and Charleston, South Carolina Map of Native American tribes in the various regions discussed
B. Critical Thinking Skills: 1. Comparison - Why did the English Colonies develop into clearly defined sections? 2. Cause and effect - How did political structure and geography shape the Spanish, French and British Colonial empires?	
C. Graphic Interpretation: 1. Focus on Colonial architecture 2. Use tax lists as a tool for historical interpretation	
D. Communication & Research Skills: 1. Essay: Assess the images of native Americans as seen through the eyes of Europeans, Colonists and themselves	
E. Other Social Studies Skills: 1. Primary Source - Colonial account of Native Americans	

AP United States History I

Major Topics
(Instructional Content)

II. The American Revolution

4. Road to Revolution, 1754-1775
    - A. Anglo-French rivalries and Seven Years' War
    - B. Imperial reorganization of 1763
        1. Stamp Act
        2. Declaratory Act
        3. Townshend Acts
        4. Boston Tea Party
    - C. Philosophy of the American Revolution

5. The American Revolution, 1775-1783
    - A. Continental Congress
    - B. Declaration of Independence
    - C. The War
        1. French alliance
        2. War and society; Loyalists
        3. War economy
    - D. Articles of Confederation
    - E. Peace of Paris
    - F. Creating state governments
        1. Political organization
        2. Social reform: women, slavery

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success
(Learner Outcome Statements)

a. Compare and contrast the course of the worldwide struggle for empires between France and England.
b. Examine the colonial role in the Anglo-French struggle.
c. Discuss the significance of the English victory over the French in North America.
d. Compare and contrast the English and colonial views concerning the proper relationship between colony and mother country.
e. Trace the events leading to the break between the colonies and England.
f. Analyze the philosophical foundations of the Declaration of Independence.
g. Distinguish between propaganda and fact in the American Revolution.
h. Follow the course of the American Revolution from the outbreak of fighting in New England to the French alliance, the victories at Saratoga and Yorktown and the Treaty of Paris.
i. Note the development of the Continental Congress and the Articles of Confederation.
j. Evaluate the social reforms that were a result of the American struggle for independence.
k. Evaluate the lack of social reforms with regard to women, non-white people and Native Americans.
l. Analyze the role of minorities and women in the American revolution.

AP United States History I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	10. Apply knowledge to solve problems through use of appropriate research.	
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: The American People, Harper & Row

UNIT OR TOPIC: The American Revolution

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of Brit. N. America How did the American Revolution change in character in each Colonial region?	Films and Videos Map of Native American tribes in the United States
B. Critical Thinking Skills 1. Analyze the Declaration of Independence 2. Identify causes of the Revolution 3. Compare the British and American views of the Revolution.	Copy of Magna Carta Books by philosophers whose thinking influenced the Declaration of Independence
C. Graphic Interpretation: 1. Graph - The effect of the Revolution on trade	
D. Communication & Research Skills: 1. Read in class the play 1776.	Video of Les Miserables
E. Other Social Studies Skills: 1. Primary Source - Military Muster Rolls	Autobiographies by women and non-whites in discussing their situations at this time in United States history.

AP United States History I

Major Topics
(Instructional Content)

III. The Constitution

6. Constitution and New Republic, 1776-1800
    - A. Philadelphia Convention: drafting the Constitution
    - B. Federalists versus Anti-Federalists
    - C. Bill of Rights
    - D. Washington's presidency
        - 1. Hamilton's financial program
        - 2. Foreign and domestic difficulties
        - 3. Beginnings of political parties
    - E. John Adams' presidency.
        - 1. Alien and Sedition Acts
        - 2. XYZ affair
        - 3. Election of 1800

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explore essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success
(Learner Outcome Statements)

a. Trace the events leading to the Philadelphia convention.

b. Compare and contrast the philosophical foundations of the Constitution to those of other governments.

c. Examine the conflicting views of convention delegates.

d. Follow the development of Federalist and Anti-Federalist positions.

e. Evaluate the importance of the Bill of Rights.

f. Recognize the force of personality in shaping the course of history by examining Washington's term as President.

g. Identify the basic points of Hamilton's financial program and groups of Americans who would benefit from each point.

h. Know the highlights of the Adams' presidency.

i. Interpret the meaning of the election of 1800 and the end of the Federalist era.

j. Assess the lack of rights for women and minorities as a result of the Constitition and the Bill of Rights.

AP United States History I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	k. Examine what was going on in other parts of the United States with other European settlements and colonies.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awarenss of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	15. Pursue active civic responsibility.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: *The American People*, Harper & Row

UNIT OR TOPIC: The Constitution

I. SKILLS USED A. Map Skills: 1. Map of USA (1783) - How was the old Northwest settled in a manner different from the original colonies?	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Constitution Bill of Rights Video See regular United States history listings.
B. Critical Thinking Skills: 1. What are the philosophical sources of the Constitution? 2. What effect did Shays Rebellion have on the new Constitution?	
C. Graphic Interpretation:	
D. Communication & Research Skills: Research the origins of the Constitution	
E. Other Social Studies Skills: Primary Sources - Federal Writ Papers Northwest Ordinances Constitution	

AP United States History I

Major Topics (Instructional Content)

IV. The Early Republic

7. The Age of Jefferson, 1800-1816
   - A. Jefferson's presidency
     - 1. Louisiana Purchase
     - 2. Burr conspiracy
     - 3. The Supreme Court under John Marshall
     - 4. Neutral rights, impressment, embargo
   - B. Madison
   - C. War of 1812
     - 1. Causes
     - 2. Invasion of Canada
     - 3. Hartford Convention
     - 4. Conduct of war
     - 5. Treaty of Ghent
     - 6. New Orleans

8. Nationalism and Economic Expansion
   - A. James Monroe; Era of Good Feelings
   - B. Panic of 1819
   - C. Settlement of the West
   - D. Missouri Compromise
   - E. Foreign affairs: Canada, Florida, the Monroe Doctrine
   - F. Election of 1824: End of Virginia dynasty

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success (Learner Outcome Statements)

a. Examine the major events of the Jefferson presidency and contrast the actions of Jeffersonians with those of the Federalists.

b. Evaluate the geographic, political and economic impacts of the Louisiana Purchase.

c. Examine the causes, events and results of the War of 1812.

d. Trace the development of nationalistic feeling in the United State.

e. Explore the Missouri Compromise as a means of solving the growing disagreement over slavery and consider likely consequences of other possible actions.

f. Examine the growth of industry and immigration in the North and cotton and slavery in the South.

g. Evaluate the importance of the frontier in shaping the American character.

h. Compare and contrast the relationships between Native Americans and white Americans at the time of the Indian removal to relationships today.

i. Examine what was going on in other parts of the United States with other European settlements and colonies.

AP United States History I

Major Topics (Instructional Content)

G. Economic revolution
  1. Early railroads and canals
  2. Expansion of business
    a. Beginnings of factory system
    b. Early labor movement; women
    c. Social mobility; extremes of wealth
  3. The cotton revolution in the South
  4. Commercial agriculture

9. Sectionalism
  A. The South
    1. Cotton Kingdom
    2. Southern trade and industry
    3. Southern society and culture
      a. Graduations of white society
      b. Nature of slavery: "peculiar institution"
      c. The mind of the South

Exit Outcomes (Course Objectives)

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interaction of various individual, family, social, political and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

Major Topics (cont.)

B. The North
  1. Northeast industry
    a. Labor
    b. Immigration
    c. Urban slums
  2. Northwest agriculture
C. Westward expansion
  1. Advance of agricultural frontier
  2. Significance of the frontier
  3. Life on the frontier; squatters
  4. Removal of the Native American Indians

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 3 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: The American People, Harper & Row

UNIT OR TOPIC: The Early Republic

I. SKILLS USED A. Map Skills: 1. Map of USA -Louisiana Purchase and Florida Acquisition. The effect of geography on politics.	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. See regular United States history listings.
B. Critical Thinking Skills: 1. Compare the Federalist and the Jeffersonians' contributions to the shaping of Consitutional tradition. 2. Cause and effect - War of 1812	
C. Graphic Interpretation: 1. Patriotic paintings - Interpretation of The Apotheasis of Washington	
D. Communication & Research Skills: Analyzing Federalist and Jeffersonian points of view	
E. Other Social Studies Skills: 1. Trace the development of republic government from Colonial times through the Articles of Confederation.	

AP United States History I

Major Topics
(Instructional Content)

V. Age of Jackson and Rise of Sectionalism

10. Age of Jackson, 1828-1848
    - A. Democracy and the common man and woman
        - 1. Expansion of suffrage
        - 2. Rotation in office
    - B. Second party system
        - 1. Democratic Party
        - 2. Whig Party
    - C. Internal improvements and states' rights: the Maysville Road veto
    - D. The Nullification Crisis
        - 1. Tariff issue
        - 2. The Union: Calhoun and Jackson
    - E. The Bank War: Jackson and Biddle
    - F. Martin Van Buren
        - 1. Independent treasury system
        - 2. Panic of 1837

11. Territorial Expansion and Sectional Crisis
    - A. Westward Expansion and perception of mission.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success
(Learner Outcome Statements)

a. Investigate the changing definition of democracy in the Age of Jackson.
b. Examine the economic issues of the Jackson Era; the national bank, tariff and internal improvements.
c. Analyze the Nullification Crisis.
d. Examine the concept and meaning of manifest destiny.
e. Trace the growing problem of slavery from the Missouri Compromise to the Mexican War.
f. Explore the causes and consequences of the war for Texas independence, the Mexican War and the annexation of Oregon and California.
g. Note the emerging and unique American culture.
h. Evaluate religious and utopian experiments; such as Mormons, Transcendentalists and Rappites.
i. Compare and contrast the spirit of reform in the 19th century to present reform movements.
j. Consider the results of the reform crusades.
k. Assess the role of women and minorities during this period in history.
l. Examine what was going on in other parts of the United States with other European settlements and colonies.
m. Evaluate Jackson's views of Native Americans.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
B. Texas annexation, the Oregon boundary, and California C. James K. Polk and the Mexican War; slavery and the Wilmot Proviso D. Later expansionist efforts 12. Creating an American Culture A. Cultural nationalism B. Educational reform/ professionalism C. Religion; revivalism D. Utopian experiments: Mormans, Oneida Community E. Transcendentalists F. National literature, art, architecture G. Reform crusades 1. Feminism; roles of women in the nineteenth century 2. Abolitionism 3. Temperance 4. Criminals and the insane 5. The role of minorities at this time	11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicutural non-sexist society. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 3 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: The American People, Harper & Row

UNIT OR TOPIC: Age of Andrew Jackson and Rise of Sectionalism

I. SKILLS USED A. Map Skills: 1. Map of Missouri - Compromise - Sectional differences create political boundaries 2. Map at early roads and canals - transportation east and west.	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Video - The Age of Jackson
B. Critical Thinking Skills: 1. Andrew Jackson was the reflection of the common American. Assess this generalization. 2. The National Bank issue as a value of the common man	
C. Graphic Interpretation: 1. Political cartoon - King Andrew I analyze and interpret	
D. Communication & Research Skills: 1. Presidential Administrations - research and present to class.	
E. Other Social Studies Skills: 1. Read several differing accounts of the Cherokee removal. Explain how fact is separated from opinion.	

AP United States History I

Major Topics (Instructional Content)

VI. Westward Expansion

13. The 1850s: Decade of Crisis
    - A. Compromise of 1850
    - B. Fugitive Slave Act and Uncle Tom's Cabin
    - C. Kansas-Nebraska Act and realignment of parties
        - 1. Demise of Whig Party
        - 2. Emergence of the Republican Party
    - D. Dred Scott decision and Lecompton crisis
    - E. Lincoln-Douglas debates, 1858
    - F. John Brown's raid
    - G. The election of 1860; Abraham Lincoln
    - H. The secession crisis

14. Civil War
    - A. The Union
        - 1. Mobilization and finance
        - 2. Civil liberties
        - 3. Election of 1864
    - B. The South
        - 1. Confederate constitution
        - 2. Mobilization and finance
        - 3. States' rights and the Confederacy

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success (Learner Outcome Statements)

a. Examine the efforts of those who opposed war; such as Compromise of 1850 and the Kansas-Nebraska Act.
b. Trace the emergence of the Republican Party.
c. Note the polarizing effects of the Dred Scott case, the Lecompton Constitution and John Brown's raid.
d. Examine the election of 1860 and consequent secession crisis.
e. Compare and contrast the resources, strategies and goals of North and South.
f. Consider the constitutional philosophies of North and South.
g. Recognize slavery as the underlying cause of the Civil War and trace the development of this cause to the abolishment of slavery by the 13th amendment.
h. Trace the military course of the war.
i. Compare the Lincoln-Johnson Reconstruction plans with those of the Radical Republicans.
j. Consider alternatives that might have been more effective in achieving the goals of Reconstruction.
k. Examine the evolution of political rights for Freedmen and subsequent loss of those rights.
l. Assess the role of women during this time in history.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ______
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: The American People, Harper & Row

UNIT OR TOPIC: Manifest Destiny

I. SKILLS USED A. Map Skills: 1. Map of USA - California, Oregon, Texas, Mexican cession highlighted as part of manifest destiny theory.	**II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.** Video - Ware with Mexico Video - Oregon Trail
B. Critical Thinking Skills: 1. Inferences - What does the term manifest destiny infer about America's westward movement? 2. What is the assumption of manifest destiny?	
C. Graphic Interpretation: Charts and graphs illustrating the growth of industry in the northeast and agriculture in the south	
D. Communication & Research Skills: 1. Defining historical terms 2. Gathering information on the Oregon Trail	See regular United States history listings.
E. Other Social Studies Skills: 1. The war with Mexico as seen from the Mexican point of view. 2. Primary sources - Thomas Hart Benton.	

AP United States History I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VII Civil War and Reconstruction D. Military strategy, campaigns, and battles E. The abolition of slavery 1. Confiscation Acts 2. Emancipation Proclamation 3. Freedmen's Bureau 4. Thirteenth Amendment F. Effects of war on society 1. Inflation and public debt 2. Role of women 3. Devastation of the South 4. Changing labor patterns 15. Reconstruction to 1877 A. Presidential plans: Lincoln and Johnson B. Radical (congressional plans) 1. Civil rights and the Fourteenth Amendment 2. Military reconstruction 3. Impeachment of Johnson 4. Black suffrage: the Fifteenth Amendment	11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	m. Note the emergence of the cattle kingdom and related issues of western railroads and Indian subjugation and relocation. n. Compare and contrast position of blacks in south/north - pre Civil War, Civil War and during Reconstruction. o. Determine the role of women and minorities during the era of the Civil War. p. Examine what was going on in other parts of the United States with other European settlements and other ethnic groups.

Over

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
C. Southern State Governments: problems, achievements, weaknesses		
D. Compromise of 1877 and the end of Reconstruction		
16. New South and the Last West		
A. Politics in the New South		
1. The Redeemers		
2. White and black Americans in the New South		
3. Subordination of freedmen: Jim Crow		
B. Southern economy; colonial status of the South		
1. Sharecropping		
2. Industrial stirrings		
C. Cattle kingdom		
1. Open-range ranching		
2. Day of the cowboy		
D. Building the Western railroad		
E. Subordination of the Native American (Indian): dispersal of tribes		
F. Farming the plains; problems in agriculture		
G. Mining bonanza		

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 3 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History I

TEXT: The American People, Harper & Row

UNIT OR TOPIC: Civil War and Reconstruction

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of USA - free states and territories, slave states and territories, and order states, seceded states. Battles and campaigns of the Civil War	Video - The Civil War Series by Ken Burns Selections from Glory
B. Critical Thinking Skills: 1. Compare the U.S. Constitution to the Confederate Constitution 2. Predicting effects - How might reconstruction have happened differently?	
C. Graphic Interpretation: 1. Pictures of the Civil War by Matthew Brady	
D. Communication & Research Skills: 1. Essay - Identify the causes of the Civil War 2. Debate - The different views of the North and South on the responsibility for the war.	See regular United States history listings.
E. Other Social Studies Skills: 1. Primary Sources - Diary of Mary Boykin Chestnut	

AP United States History II

Major Topics (Instructional Content)

VIII Industrialization and The Gilded Age

17. Industrialization and Corporate Consolidation
    A. Industrial growth: railroads, iron, coal, electricity, steel, oil, banks
    B. Laissez-faire conservatism
        1. Gospel of Wealth
        2. Myth of self-made man
        3. Social Darwinism; surival of the fittest
        4. Social critics and dissenters
    C. Effects of technological development on worker/workplace
    D. Union movement
        1. Knights of Labor and American Federation of Labor
        2. Haymarket, Homestead, and Pullman

18. Urban Society
    A. Lure of the city
    B. Immigration

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.

4. Compare and contrast different governments/cultures/values and beliefs.

6. Examine the role of famous men and women in history from various ethnic groups.

7. Explain essential characteristics of local, state, and national government.

8. Understand Social Studies terms/concepts.

9. Develop higher level thinking skills.

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success (Learner Outcome Statements)

a. Compare and contrast the positions of entrepreneurs and factory workers.

b. Analyze various theories of wealth and poverty.

c. Trace the development of the labor movement.

d. Examine the interconnection between the growth of cities and the social reforms of the late 19th century.

e. Trace the evolution of the modern university.

f. Define the term mass culture and examine its effects on American society.

g. Examine the role of minorities and women in this era.

h. Determine the involvement of the average citizen in social and political life.

i. Examine what was going on in other parts of the United States with other European settlements and other ethnic groups.

Major Topics (Instructional Content)

- C. City problems
  - 1. Slums
  - 2. Machine politics
- D. Awakening conscience; reforms
  - 1. Social legislation
  - 2. Settlement houses:
  - 3. Structural reforms in government

19. Intellectual and Cultural Movements
- A. Education
  - 1. Colleges and universities
  - 2. Scientific advances
- B. Professionalism and the social sciences
- C. Realism in literature and art
- D. Mass culture
  - 1. Use of leisure
  - 2. Publishing and journalism
- E. Minority culture
  - 1. Blacks
  - 2. Native Americans
  - 3. New European arrivals
  - 4. The poor and disabled
  - 5. Women
  - 6. Hispanics

Exit Outcomes (Course Objectives)

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilitites of each individual as a member of a multicultural non-sexist society.

15. Pursue active civic responsibility.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History II

TEXT: The American People, Harper and Row; Plunkitt of Tammany Hall, Wiliam Riordan

UNIT OR TOPIC: Industrialization and the Gilded Age

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of U.S.A. - Identification of areas of late 19th Century industrialization	See regular United States history listing.
B. Critical Thinking Skills: 1. Value recognition - comparing the values of the industrialist to those of the laborer. 2. Analyzing the theory of Social Darwinism 3. Cause and effect - The rise of industrialization led to social reform.	
C. Graphic Interpretation: 1. Political cartoons - Thomas Nast Attacks Boss Tweed.	
D. Communication & Research Skills: 1. Research the growth of political machines	
E. Other Social Studies Skills Primary Sources: Selections from Andrew Carnegie - The Gospel of Wealth William Riordon - Plunkitt of Tammany Hall	

AP United States History II

Major Topics
(Instructional Content)

IX Westward Expansion Beyond the Shores; Spanish American War

20. National Politics, 1877-1896: The Gilded Age
    - A. A conservative presidency
    - B. Issues
        - 1. Tariff controversy
        - 2. Railroad regulation
        - 3. Trusts
    - C. Agrarian discontent
    - D. Crisis of 1890s
        - 1. Populism
        - 2. Silver question
        - 3. Election of 1896: McKinley versus Bryan

21. Foreign Policy, 1865-1914
    - A. Seward and purchase of Alaska
    - B. The new imperialism
        - 1. Blaine and Latin America
        - 2. International Darwinism: missionaries, politicians, and naval expansionists
        - 3. Spanish-American War
            - a. Cuban independence
            - b. Debate on Philippines

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success
(Learner Outcome Statements)

a. Grasp the meaning of the term, Gilded Age.

b. Examine the controversies over tariff limits and railroad regulation.

c. Distinguish between public interest trusts and private trusts.

d. Compare Populism to other political movements and consider its consequences as a political movement.

e. Identify the causes of the decline of political influence by farmers.

f. Contrast the political viewpoints of McKinley and Bryan.

g. Note the facts concerning the purchase of Alaska and predict the influence on America if the purchase had not taken place.

h. Explain International Darwinism.

i. Examine the causes and results of the Spanish-American War.

j. Compare the arguments of pro and anti-imperialist Americans.

k. Familiarize themselves with the Open Door Policy and the events surrounding the building of the Panama Canal.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
C. The Far East: John Hay and the Open Door D. Theodore Roosevelt 1. The Panama Canal 2. Roosevelt Corollary 3. Far East E. Taft and Dollar Diplomacy F. Wilson and Moral Diplomacy	10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues an devents and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	l. Compare Dollar Diplomacy and Moral Diplomacy with diplomatic attitudes and efforts today. m. Determine the role of minorities and women in social, political and economic life during the Gilded Age. n. Examine what was going on in other parts of the United States with other European settlements and other ethnic groups.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History II

TEXT: The American People, Harper & Row

UNIT OR TOPIC: Manifest Destiny Beyond the Shores -
The Spanish - American War

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of the Pacific) 2. Map of the Caribbean) Chart the expansion of America beyond the Atlantic and Pacific Shores	Film: Spanish American War Video - Theodore Roosevelt
B. Critical Thinking Skills: 1. Cause and effect - Manifest Destiny as a cause of the Spanish-American War 2. Compare the American Empire in the Pacific to those of England, Japan and Germany	See regular United States history for additional listing.
C. Graphic Interpretation: Yellow Journalism The New York Journal and New York World as examples of Yellow Journalism	
D. Communication and Research Skills 1. Presidential administrations Research and present to class.	
E. Other Social Studies Skills: 1. Distinguishing fact from opinion. Examining Yellow Journalism	

AP United States History II

Major Topics (Instructional Content)

X Progresive Era

- A. Origins of Progressivism
  - 1. Progressive attitudes and motives
  - 2. Muckrakers
  - 3. Social Gospel
- B. Municipal, state, and national reforms
  - 1. Political-suffrage
  - 2. Social and economic: regulation
- C. Socialism: alternatives
- D. Black America
  - 1. Washington, Du Bois and Garvey
  - 2. Urban migration
  - 3. Civil rights organizations
- E. Women's role: family, work, education, unionization and suffrage
- F. Roosevelt's Square Deal
  - 1. Managing the trusts
  - 2. Conservation
- G. Taft
  - 1. Pinchot-Ballinger controversy
  - 2. Payne-Aldrich

Exit Outcomes (Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success (Learner Outcome Statements)

a. Define: Progressive, muckraker, and social group.

b. Draw a profile of a typical Progressive.

c. Examine the progressive reforms in government, economic and social institutions.

d. Explore emerging Black America.

e. Contrast the positions of Booker T. Washington and W.E.B. DuBois.

f. Trace the effects of Theodore Roosevelt's actions in the areas of trust regulation and conservation to the present actions of the present.

g. Examine the domestic policies of Woodrow Wilson.

h. Compare the philosophies of socialism and capitalism.

i. Compare and contrast issues such as health care and environment with the same issues today.

j. Analyze the views of Theodore Rossevelt toward minorities and immigrants and American imperialism.

k. Examine what was going on in other parts of the United States with other ethnic groups.

Over

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
H. Wilson's New Freedom 1. Tariffs 2. Banking reform 3. Anti-Trust Act of 1914	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History II

TEXT: The American People, Harper & Row

UNIT OR TOPIC: Progressive Era

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Film: Spanish American War
B. Critical Thinking Skills: 1. Analyzing comparisons - Compare T. Roosevelt's New Nationalism to Woodrow Wilson's New Freedom	See regular United States history for listing.
C. Graphic Interpretation: 1. Interpreting political cartoons T. Roosevelt as "trust buster" 2. Emotional impact of photos of Lewis Hine and Jack Riis	
D. Communication & Research Skills: 1. Gather information on Jane Addams' Hull House in Chicago	
E. Other Social Studies Skills: 1. Define historical terms of progressive era, muckraker, social gospel, political suffrage, etc.	

AP U. S. History II

Major Topics (Instructional Content)

XI World War I

23. The First World War
    - A. Problems of neutrality
        - 1. Submarines
        - 2. Economic ties
        - 3. Psychological and ethnic ties
    - B. Preparedness and pacifism
    - C. Mobilization
        - 1. Fighting the war
        - 2. Financing the war
        - 3. War bonds
        - 4. Propaganda, public opinion, civil liberties
    - D. Wilson's Fourteen Points
        - 1. Treaty of Versailles
        - 2. Ratification fight
    - E. Postwar demobilization
        - 1. Red scare
        - 2. Labor strife
    - F. The civil rights of some EuroAmericans due to their ancestry

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explore essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success (Learner Outcome Statements)

a. Explain the background causes of the Great War.

b. Examine the efforts of the USA to maintain neutrality.

c. Analyze the course of the USA's neutrality as it edged toward the Allied position.

d. Analyze the reasons for United States involvement in the war.

e. Contrast the preparedness arguments to those of the pacifists.

f. Explore the mobilization of the USA militarily, economically and socially.

g. Understand Wilson's 14 points.

h. Carefully examine the Treaty of Versailles and note the influences of each Allied leader in shaping the document.

i. Follow the ratification fight between Wilson and the Senate.

j. Note the problems of postwar demobilization.

k. Assess the role of women and minorities during this era.

l. Examine what was going on in other parts of the United States with other ethnic groups.

Over

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History II

TEXT: The American People, Harper & Row

UNIT OR TOPIC: World War I

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of Europe 1 Locate major battle sites, ocean supply routes 2. Compare British and German Naval strategies and explain how each affected the U.S.A.	Video - All Quiet on the Western Front - Video - The Arming of the Earth
B. Critical Thinking Skills: 1. Predicting effects (a) How would U-Boat attacks likely affect American citizens at home? 2. Effect of German and British propaganda in U.S. citizens	See regular United States history listings.
C. Graphic Interpretation: 1. Compare photos of W.W. I with scenes in posters.	
D. Communication & Research Skills: 1. Organizing and expressing ideas - Wilson and Versailles - was he a helpless and naive schoolboy or a clever and effective diplomat?	
E. Other Social Studies Skills: 1. Analyzing propaganda in wartime 2. Sense of chronology - events leading to World War I 3. Primary source - Treaty of Versailles	

AP United States History II

Major Topics (Instructional Content)

XII 1920's

24. New Era: The 1920s
    - A. Republican governments
        - 1. Business creed
        - 2. Harding scandals
    - B. Economic development
        - 1. Prosperity and wealth
        - 2. Farm and labor problems
    - C. New culture
        - 1. Consumerism: automobile, radio, movies
        - 2. Women, the family
        - 3. Modern religion
        - 4. Literature of alienation
        - 5. Jazz age
        - 6. Harlem Renaissance
    - D. Conflict of cultures
        - 1. Prohibition, bootlegging
        - 2. Nativism
        - 3. Ku Klux Klan
        - 4. Religious fundamentalism versus modernists
    - E. Myth of isolation
        - 1. Replacing the League of Nations
        - 2. Business and diplomacy.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explore essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success (Learner Outcome Statements)

a. Examine the Harding administration focusing on the scandals in the Veterans Administration and Dept. of Interior.

b. Analyze the Republican business philosophy.

c. Compare the postwar society of the 1920s to the postwar culture of the 1960s.

d. Note the technological inventions and innovations of the time.

e. Focus on the Harlem Renaissance.

f. Consider the changing role of women in American society.

g. Speculate on why the Twenties are often called the Golden Age of American Literature.

h. Create a definition of the Jazz Age.

i. Analyze the effectiveness of Prohibition legislation and enforcement.

j. Trace the rise of Nativism and the Ku Klux Klan.

k. Examine the Scopes trial and its wider effect on American scientific and theological thought.

l. Explain the myth of American isolation during the Twenties.

m. Examine what was going on in other parts of the United States with other ethnic groups.

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	10. Apply knowledge to solve problems through use of appropriate research.	
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

AP United States History II

Major Topics
(Instructional Content)

XIII 1930's

25. Depression, 1929-1933
    A. Wall Street crash
    B. Depression economy
    C. Moods of despair
        1. Agrarian unrest
        2. Bonus march
    D. Hoover-Stimson diplomacy: Japan
    E. Lifestyles of the poor by ethnic group.
26. New Deal
    A. Franklin D. Roosevelt
        1. Background, ideas
        2. Philosophy of New Deal
    B. 100 Days: "alphabet agencies"
    C. Second New Deal
    D. Critics, left and right
    E. Rise of CIO; labor strikes
    F. Supreme Court fight
    G. Recession of 1939
    H. American people in the Depression
        1. Social values, women, ethnic groups
        2. Indian Reorganization Act
        3. Mexican-American deportation
        4. The racial issue

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success
(Learner Outcome Statements)

a. Analyze the causes of the stockmarket ascent and crash.
b. Examine the causes of the Great Depression.
c. Fathom the mood of the country as reflected in the Bonus March, Hoovervilles and The Grapes of Wrath.
d. Examine the personal and political background of Franklin Roosevelt.
e. Compare the political philosophies of Hoover and Roosevelt.
f. Define the New Deal through the 100 days.
g. Analyze the arguments of critics of the New Deal.
h. Explore the shifting values and beliefs of Americans affected by the Depression.
i. Note the impact of the New Deal sociologically (social security, FDIC, TVA).
j. Determine the changing role of minorities and women in the life and times of the 1930s.
k. Examine what was going on in other parts of the United States with other ethnic groups.
l. Assess the concept of capitalism from the standpoint of recession and depression.

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time 3 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History II

TEXT: The American People, Harper & Row; Only Yesterday, Frederick Lewis Allen

UNIT OR TOPIC: The 1920s and 1930s

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locate dust bowl and Tennessee Valley	The Golden Twenties - Film Life in the Thirties - Film
B. Critical Thinking Skills: 1. Recognizing values - Fitzgerald called the 1920s a time of empty values. What does this mean? 2. Compare the rugged individualism of Hoover with the pragmatism of FDR.	See regular United States history listing.
C. Graphic Interpretation: Interpret graphs - unemployment stats and the stock decline graph.	
D. Communication & Research Skills: 1. Oral reports - topics from 1920s or 1930s	
E. Other Social Studies Skills: 1. Examining stereotypes of flapper and Okie	

AP United States History II

Major Topics (Instructional Content)

1930's (cont.)

27. Diplomacy in the 1930s
    - A. Good Neighbor Policy: Montevideo, Buenos Aires
    - B. London Economic Conference
    - C. Disarmament
    - D. Isolationism: neutrality legislation
    - E. Aggressors: Japan, Italy, and Germany
    - F. Appeasement
    - G. Rearmament; Blitzkrieg; Lend-Lease
    - H. Atlantic Charter
    - I. Pearl Harbor

XVI World War II

28. The Second World War
    - A. Organizing for war
        - 1. Mobilizing production
        - 2. Propaganda
        - 3. Internment of Japanese-Americans
    - B. The war in Europe, Africa, and the Mediterranean; D Day
    - C. The war in the Pacific: Hiroshima, Nagasaki

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and woman in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success (Learner Outcome Statements)

a. Analyze the diplomatic efforts of the 1930s aimed at avoiding war.
b. Compare and contrast the rise of militaristic governments in Japan, Germany, and Italy.
c. Interpret the policy of appeasement.
d. Note American efforts to maintain neutrality and simultaneously aid the Allies.
e. Understand the significance of the Atlantic Charter.
f. Follow the course of Japanese-American relationships to Pearl Harbor.
g. Focus on war mobilization on the homefront.
h. Sample Axis and Allied propaganda; create a slogan for a current cause.
i. Examine the internment of Japanese-Americans and determine the correctness of the action and subsequent reparations paid to them.
j. Analyze the course of the war in both the European and Pacific theaters.
k. Examine the arguments concerning the use of the atomic bomb.
l. Note the consequences of each of the major wartime conferences: Teheran, Yalta and Potsdam.
m. Compare League of Nations and United Nations.

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
D. Diplomacy 1. War aims 2. War-time conferences: Teheran, Yalta, Potsdam E. Postwar atmosphere; the	10. Apply knowledge to solve problems through use of appropriate research.	n. Determine the role of minorities and women in the social, political and economic life during the war era.
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	o. Examine what was going on in various parts of the United States with other ethnic groups.
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History

TEXT: The American People, Harper & Row; Essay reprint: Thank God for the Atom

UNIT OR TOPIC: World War II

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of Europe - locate major areas of action in the European Theater of Operations 2. Map of Pacific area - locate major areas of action in the PTO.	1. Film - Victory At Sea or The World At War 2. Film - Night and Fog 3. Filmstrip - Truman and the Atomic Bomb
B. Critical Thinking Skills: 1. Formulating hypothesis - How could the Holocaust happen in a "civilized" country like Germany?	See regular United States history listing.
C. Graphic Interpretation: Graphs and Charts - The impact of war production on American society and economy.	
D. Communication & Research Skills 1. Locate and gather information - the development and use of the atomic bomb	
E. Other Social Studies Skills: 1. Looking at the war from the German, Russian, and Japanese points of view.	

AP United States History II

Major Topics (Instructional Content)

XV Cold War - 1950's

29. Truman and the Cold War
    - A. Postwar domestic adjustments
    - B. The Taft-Hartley Act
    - C. Civil rights and the election of 1948
    - D. Containment in Europe and the Middle East
        1. Truman Doctrine
        2. Marshall Plan
        3. Berlin crisis
        4. NATO
    - E. Revolution in China
    - F. Limited war: Korea, MacArthur

30. Eisenhower and Modern Republicanism
    - A. Domestic frustrations; McCarthyism
    - B. Civil rights movement
        1. The Warren Court and Brown v. Board of Education
        2. Montgomery bus boycott
        3. Greensboro sit-in

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success (Learner Outcome Statements)

A. Compare and contrast the postwar domestic problems with those following World War I.

B. Contrast the election of 1948 with those of the New Deal era.

C. Analyze the containment policy and its application in Europe and Asia.

D. Analyze the course of revolution in China, culminating in the Communist victory.

E. Explain the causes, actions and results of the Korean War.

F. Evaluate the career of Joseph McCarthy.

G. Follow closely the rising tide of the Civil Rights movement from Brown v. Board of Education to Martin Luther King, Jr.

H. Examine the policies of massive retaliation and brinksmanship.

I. Note the beginnings of the Vietnam crisis.

J. Acknowledge the beginning of space exploration (Sputnik).

K. Recognize nationalistic stirrings in Asia, the Middle East and Latin America.

Over

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
C. John Foster Dulles' foreign policy 1. Crisis in Southeast Asia 2. Massive retaliation 3. Nationalism in Southeast Asia, the Middle 4. Khrushchev and Berlin D. American People: homogenized society 1. Prosperity: economic consolidation 2. Consumer culture 3. Consensus of values E. Space race	10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	L. Compare the social values of the Fifties with those of today and predict changes for the future. m. Examine the role of women and minorities in American society.

AP United States History

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
XVI Cold War 1950s - 1960s 31. Kennedy's New Frontier; Johnson's Great Society A. New domestic programs 1. Tax cut 2. War on poverty 3. Affirmative action B. Civil Rights and civil liberties 1. Black Americans: political, cultural, and economic roles 2. The leadership of Martin Luther King, Jr. 3. Resurgence of feminism 4. The New Left and the Counterculture 5. Emergence of the Republican party in the South 6. The Supreme Court and the *Miranda* decision C. Foreign Policy 1. Bay of Pigs 2. Cuban missile crisis 3. Vietnam quagmire	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts.	a. Create definitions of New Frontier and Great Society. b. Examine the War on Poverty and evaluate its effectiveness. c. Analyze the development of resurgent movements (Civil Rights, feminism). d. Analyze the causes and results of the counterculture of the Sixties. e. Note the landmark decisions of the Supreme Court in the area of individual liberties. F. Examine the foreign policy decisions that led to crisis in Cuba and Vietnam. G. Analyze the election of 1968. H. Draw a profile of Richard Nixon. I. Examine the Nixon foreign policy triumphs in restoring relations with China and warming relations with the Soviet Union. J. Explore the reasons for the U. S. withdrawal from Vietnam. k. Analyze the treatment of Vietnam era vets after the war. l. Examine what was going on in other parts of the United States with various ethnic groups. m. Assess the role of women in this era.

Over

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
32. Nixon A. Election of 1968 B. Nixon-Kissinger foreign policy 1. Vietnam: escalation and pullout 2. China: restoring relations 3. Soviet Union: detente C. New Federalism D. Supreme Court and Roe v. Wade E. Watergate crisis and resignation	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilitites of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	n. Demonstrate a knowledge of the Watergate crisis. o. Define the New Federalism. p. Evaluate the case of Roe v. Wade. q. Analyze key civil right cases in areas such as: 1. education 2. housing discrimination 3. employment 4. affirmative action 5. voting 6. civil rights

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 3 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History

TEXT: The American People, Harper & Row

UNIT OR TOPIC: Cold War 1950s and 1960s

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Map of Korea - locate major areas of action	Film - Truman and Korea Film - Life in the 1950's Video - The Kennedy Years
B. Critical Thinking Skills: 1. Drawing inferences - How did the Marshall Plan, Truman Doctrine, brinksmanship and NATO all reflect cold war foreign policy of U.S.A.?	See regular United States history listing.
C. Graphic Interpretation: Magazine advertising as a reflection of the mass culture society of the 1950s.	
D. Communication & Research Skills: Research presidential administrators and make oral report.	
E. Other Social Studies Skills: 1. Distinguishing fact from opinion: McCarthyism	

AP United States History II

Major Topics
(Instructional Content)

XVII 1970s & 1990s

33. The United States since 1974
    - A. The New Right and the conservative social agenda
    - B. Ford and Rockefeller
    - C. Carter
        - 1. Deregulation
        - 2. Energy and inflation
        - 3. Camp David accords
        - 4. Iranian hostage crisis, recent findings
    - D. Reagan
        - 1. Tax cuts and budget deficits
        - 2. Defense buildup
        - 3. New disarmament treaties
        - 4. Foreign crises: the Persian Gulf and Central America
    - E. Society
        - 1. Old and new urban problems
        - 2. Asian and Hispanic immigrants
        - 3. Resurgent fundamentalism
        - 4. Black Americans and local, state, and national politics

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success
(Learner Outcome Statements)

a. Examine the troubled Carter presidency (inflation, energy, hostages).

b. Draw a profile of Ronald Reagan.

c. Explore the trend toward conservative policies in the Eighties.

d. Speculate on the reasons for the wave of democratic revolutions that have spread throughout eastern Europe and the Soviet Union.

e. Note the defense buildup during the Reagan presidency.

f. Trace the course of events leading to the Persian Gulf crisis.

g. Examine the new domestic problems in America.

h. Analyze the Persian Gulf War and the subsequent uprisings in Iraq.

i. Assess the Kurdish resettlement efforts and US/UN intervention

j. Compare the Persian Gulf War with other wars involving the United States.

k. Assess the role of minorities and women in the Persian Gulf War.

Over

AP United States History II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
D. Bush 1. War in Middle East 2. Economic problems in United States	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	15. Pursue active civic responsibility.	
	16. Encourage positive human interaction with the enenvironment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Wks

GRADE LEVEL OR SUBJECT: AP U. S. History

TEXT: The American People, Harper & Row

UNIT OR TOPIC: 1970s and 1980s

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Vietnam - Locate major areas of action	See regular United States history listing.
B. Critical Thinking Skills: 1. Predicting effects - Examine the domino theory. Did the fall of Vietnam prove its validity? 2. Recognizing values - Speeches of Martin Luther King, Jr.	See media center for software on Vietnam.
C. Graphic Interpretation: 1. Political cartoons of Watergate	
D. Communication & Research Skills	
E. Other Social Studies Skills: Primary services - Examine the case of Roe vs. Wade	

Course Title: MODERN WORLD HISTORY 1-2 (8201, 8202)

Course Description: The course will provide a study of world cultures past and present. The rise and fall of civilizations, their contributions, differences and similarities of each; the development of the main features of civilization, that is government, society, philosophy, wars, culture, and the interaction of the world's people. The first six weeks will be devoted to a review of the ancient and medieval times. The balance of the course will focus on the modern world from 1600 A.D. on.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. The connections among civilizations from earliest times and the eventual global interaction that was related to changing means of transportation and communications.	3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Identify prehistoric people. b. Describe the innovations contributed by various kinds of groups. c. Identify the technological needs of neolithic people. d. Explain the importance of cultural diffusion development. e. Understand the role of archeologists, anthropologists and other scientists in reconstructing history. f. Note the role of geography in human development. g. Compare and contrast role of women in prehistoric societies with women in United States today. h. Synthesizing: know the five major characteristics of civilization and how the United States today meets with these characteristics. i. Contrast: people of Paleolithic and Neolithic - tool-making, government and obtaining food. j. Assess the impact of cultural and ethnic pluralism on the events, ideas and viewpoints of this era or in these developments.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Global Interaction & Interdependency from Pre-history Period to Present

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Geographical review: Continents, Latitude & Longitude, Projections Early Civilizations	Transparency overhead: World Geography
B. Critical Thinking Skills: Compare/Contrast: Prehistoric man's use of tools vs. today's concept of a tool. Role of Geography - such as water in early civilization.	Various visuals as time permits
C. Graphic Interpretation: Cause and Effect - Growth of village life.	
D. Communication & Research Skills: Cultural diffusion: a "story line". How do we learn from others? How do we differ?	
E. Other Social Studies Skills: Primary Source - Komombo - early village	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Ancient Middle East - Cradles of Civilization

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Mesopotamia c. 1700 B.C.	
B. Critical Thinking Skills: Were Hammurabi's codes fair? Too harsh? Compare/contract Hammurabi's codes with the Ten Commandments.	Overhead - Code of Hammurabi Film - "Gift of the Nile"
C. Graphic Interpretation: Major peoples of Ancient Middle East	Overhead transparency
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Analyzing Hammurabi's Code	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Ancient Middle East

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Egypt about 1450 B.C.	Various visuals as time permits
B. Critical Thinking Skills: How significant were the Lydians in relation to our economic system today?	
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Analyzing a timetable.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Classical Civilizations - The Greeks

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate Greece; identify role topography played	Overhead - geographic transparency
B. Critical Thinking Skills: Analyzing a quote: Pericles - "Athens is in the hands of the many rather than the few..." Question: How did the literature and art of Greece compare with Roman literature and art as well as reflect Greek values?	Overhead - Athenian democracy
C. Graphic Interpretation: Important Greeks of Ancient Times	
D. Communication & Research Skills: Question: How did the literature and art of Greece compare with Roman literature and art as well as reflect Greek values?	Film: "The Death of Socrates"
E. Other Social Studies Skills: Analyzing a primary source - Homer's Illiad	Video - "In Search of Troy"

Over 266

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Classical Civilizations - The Romans (The Western Society)

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Identify Italian Peninsula Identify Mediterranean Sea and North Africa and their relationship with one another. Identify Ancient Italy Compare and contrast maps pp. 100-102	Geography Transparency -"The Mediterranean"
B. Critical Thinking Skills: Was the Mediterranean Sea really a Roman lake? In what ways did Rome's military success lead to the decline of the Republic?	
C. Graphic Interpretation:	
D. Communication & Research Skills: Identification and role of Roman gods and goddesses and their role in daily life.	Transparency - Roman Mythology
E. Other Social Studies Skills: Analyzing a primary source - Cicero - "We are servants of the law in order to be free"	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. The Western society, such as Greek, Roman and medieval societies and governments. Review during first six weeks.	1. Explain what we mean when we exhibit patriotism and citizenship. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Understand interdependence and global awareness. 7. Explain essential characteristics of local, state, and national government. 9. Develop higher level thinking skills.	a. Describe the geography of Greece and Rome and explain the effects on the development of these civilizations. b. Describe the Greek heroic ideal and contrast it with contemporary ideas of a hero. c. Compare and contrast Athens, Sparta, and Rome. d. Recall the contributions of Socrates, Plato, and Aristotle. e. Describe and evaluate the achievements of the Greeks and Romans. f. Describe the character of an ideal citizen in the Roman republic. g. Compare and contrast the political institutions of Rome, Greece, and the United States. h. Explain the Social Status in Roman and Greek societies of various groups in each society; compare and contrast with the United States. i. Compare and contrast the "active citizen" in Rome, Greece and today's United States. j. Compare and contrast medieval society with Rome and Greece. k. Explore the role religion played in Medieval society. Note the effect of religion on music and art. l. Analyze the impact of religion on Medieval Europe, on Rome and Greece. m. Analyze the extent of equality between male and female citizens, and the majority and minority citizens.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Classical Civilizations - The Romans - (Western Society)

I. SKILLS USED A. Map Skills: Invasions of the Empire C. 400 A.D.	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: "What impact, if any, did Christianity have on the fall of Rome?"	Enrichment: Ben Hur
C. Graphic Interpretation: Causes and Effects: - Fall of the Empire	Various visuals as time permits
D. Communication & Research Skills: Early Christian Art	
E. Other Social Studies Skills: Analyzing a primary source - Tacitus Role of the Visigoths, Vandals, Orstrogoths, and Lowbards	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Classical Civilizations - Medieval Society - (The Western Society)

I. SKILLS USED A. Map Skills: Christianity in Europe 1000 A.D. Christian Reconquest in Spain	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Enrichment - film - "Lady Hawk" Film - "Role of Medieval Church" Identify
B. Critical Thinking Skills: What were the positive & negative effects of rule by feudal lords?	Film - "The Medieval World"
C. Graphic Interpretation: Cause and effect - Rise of European Middle Class	
D. Communication & Research Skills: Research/Report on one of six Medieval Societal Institutions.	Media Center
E. Other Social Studies Skills:	

Modern World History I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. Major human uses of the environment from earliest times to the latest technology. The agricultural transformation to the industrial transformation in recent times.	3. Develop basic geography literacy.	a. Review the importance of climate and location for civilization past and present.
	8. Understand Social Studies terms/concepts.	b. Compare and contrast environmental problems of earliest societies to modern societies.
	9. Develop higher level thinking skills.	c. Examine the importance of the development of the division of labor, irrigation, flood control in early societies.
	10. Apply knowledge to solve problems through use of appropriate research.	d. Compare and contrast life on a medieval manor with life on a modern American farm.
	11. Appreciate role and interaction of various individual, family, social and political groups.	e. State reasons for the development of feudalism. f. Contrast the feudal economic system and modern capitalist systems.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	g. Compare and contrast how various people and societies reacted to industrialization. h. List contributions to life made by various men and women of various cultures. i. Explain reactions to change in our industrial world to new ideas and new inventions.
	17. Analyze conflict and cooperation.	j. Examine the role and contributions of women and minorities in all of the above.
		k. Analyze the Irish potato famine and why it was so devastating.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: American/French Revolutions & Napoleon's Conquests

I. SKILLS USED A. Map Skills: The Thirteen Colonies	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: How did enlightenment ideas contribute to the American Revolution? How did the first 2 states lead to problems of the Revolution?	Computer Program: Revolutions: American, French, & Russian
C. Graphic Interpretation: Revolutionary France	Film - "A Tale of Two Cities"
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - "The Constitution" "Declaration of the Rights of Man" Paris Newspaper	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time One Week

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Revolution; Scientific/Political

I. SKILLS USED A. Map Skills: Scientific Travelers	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various visuals as time permits
B. Critical Thinking Skills: Compare the views of Hobbes, Locke, & Rousseau on Government.	
C. Graphic Interpretation: Timetable; Political Philosophies of the Enlightenment	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Anton Van Leeuwonhock	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Unit IV - Evolution of Major Asian, African, & American Societies.
(Asia)

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: China - c. 1100 - 800 B.C.0 A.D.	Various visuals as time permits
B. Critical Thinking Skills: Compare Chinese & Indian life/ideas of family Compare/Contrast Hinduism & Confucianism	
C. Graphic Interpretation: Analyze timeline	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Laws of Mano	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: *The History of the World* - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Ancient China (continued)

I. SKILLS USED A. Map Skills: Qin Empire (221-206 B.C.)	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Ethnic and linguistic maps of these regions
B. Critical Thinking Skills: How did the Qin & Hans help contribute to Chinese Unity?	
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - *Mencius*	

Modern World History I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IV. The evolution and distinctive characteristics of major Asian, African and American societies and cultures.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Understand interdependence and global awareness. 9. Develop higher level thinking skills. 8. Understand Social Studies terms/concepts. 10. Apply knowledge to solve problems through use of appropriate research. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment.	a. Identify the geography features that isolated China from other civilizations. b. Explain how the family and royal Chinese government held Chinese society together. c. Compare and contrast the teachings of Lao Tzu, and the Legalists - Hindu and Buddhist religions. d. Make inferences about Indes Valley civilization from archaeological findings. e. Explain the relationship between Cartez and the concepts of Karma and Dharma. f. Locate and compare the boundaries of Ch'in and Hau dynasties. g. Identify and discuss China's major technological inventions. h. Discuss the consequences of the Mongul conquests. i. Explain how the Japanese developed Chinese ideas. j. Discuss the impact of the Portuguese on Japan. k. Explain how Hindus and Muslims became fierce rivals. l. Identify and describe the major climate regions in Africa. m. Explain the economic importance of eastern Africa; West Africa. n. Explain how the discovery of agriculture changed life in the Americas. o. Compare and contrast developments among the three regions. p. Examine the culture of African nations - show similarities between Asia, African and Pre-Columbian societies. q. Note contributions of each society. r. Analyze the role of women and regional minorities in ideas, movements and events of this part of the world or the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time First Six Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Ancient Africa

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Land forms and Vegetation Ancient Empire	Ethnic and linguistic maps of these regions
B. Critical Thinking Skills: How did the African people adapt to the continent's different environments?	Film - "Africa - An Introduction"
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills:	

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time One Week

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Ancient America

I. SKILLS USED A. Map Skills: Migrations in the Americas	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Film - "The Mayas" Various visuals as time permits
B. Critical Thinking Skills: Like the Greeks and Romans, why were the Mayas interested in studying the sky?	
C. Graphic Interpretation: Analyze a timeline	
D. Communication & Research Skills: Research one of the following: Maya calendar, Olmec Number System, legends of Quetzalcoatl	
E. Other Social Studies Skills: Primary Source - Analyze the Maya Quote	

Modern World History I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
V. The origins, central ideas, and influencing major religions and philosophical traditions, such as Buddhism, Islam, Confucianism, Judaism, Christianity; and of major ideologies revolutions such as the American, French, Russian, Chinese and Iranian.	4. Compare and Contrast different governments/cultures/values and beliefs. 5. Understand interdependence and global awareness. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social and political groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a non-sexist society. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 17. Analyze conflict and cooperation. 2. Demonstrate knowledge of how our community/our state/our nation began.	a. Discuss why new ideas often conflict. b. Explain why the American colonists declared independence from Great Britain. c. Discuss how the ideas of the Enlightenment influenced the U. S. Constitution. d. Identify the economic and social causes of the French Revolution. e. Compare and contrast the causes, results, and effects of the American, French and Russian, Chinese and Iranian Revolutions of 1845. f. Analyze the causes and effects of the revolutions of 1845. g. Discuss the main teachings of the founders of Buddhism, Islam, Confucianism, Judaism and Christianity. h. Describe how these religions developed and spread. i. Compare and contrast the basic ideas of each major religion. j. Predict possible roles for Iran in the post-revolution era. k. Analyze the impact of religion and/or philosophies on various societies and on the world. l. Assess the factors of gender, race, ethnicity, religion, class, language and national origin or all of the above.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time One Week

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Reformation

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Christian Europe c.1600	Film - "The Reformation"
B. Critical Thinking Skills: How was the Reformation linked to the spirit of the Renaissance?	Various visuals as time permits
C. Graphic Interpretation: Cause & Effect - The Reformation	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Baldassare Castiglione	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time One Week

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Islam

I. SKILLS USED A. Map Skills: Expansion of Islam Mongul Empire, c 1294	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Compare/Contrast the "Birth of Islam" and Christianity Islam's tolerance of other religions - How did it contribute to the richness of its culture?	Film - "Islam - The Middle East"
C. Graphic Interpretation: Compare the timelines of Chapter 9 with Chapter 10.	Various visuals as time permits
D. Communication & Research Skills: Make a map of Modern Islamic States.	
E. Other Social Studies Skills:	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time One Week

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Renaissance

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate/Identify - Florence, Venice & Milan	Overhead Geography Transparency Film - "The Renaissance - Its Beginnings"
B. Critical Thinking Skills: Compare/Contrast Renaissance art and literature with Medieval art and literature. Compare/Contrast Renaissance courtier and Athenicin well-rounded citizen.	Film - "The Renaissance" Various visuals as time permits
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Analyze a Primary Source - Leonardo da Vinci	Film - "I Leonardo"

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Age of Exploration (Chapter 18)

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Portugal/Explore West Africa Age of Exploration American colonies - 1700	Map of tribes of America Map of tribes of North America
B. Critical Thinking Skills: Compare the importance of Columbus' and Magellan's voyages.	
C. Graphic Interpretation: Timeline - Spanish and Portugese explorers	Film - "The Aztecs" "The Incas"
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Spanish Missionary	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Nationalism

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Europe in 1815 Unification of Italy, 1870 Unification of Germany, 1871	Ethnic and linguistic map of Europe
B. Critical Thinking Skills: Is Bismarck equivalent to a modern Machiavelli?	Computer Program: Nationalism
C. Graphic Interpretation: Cause and Effect - "Revolutions" of 1848 - "Unification of Germany Rise of Germany	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Bismarck - 1881 Political Cartoon - Anti-Semitism in Russia	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Latin American Independence

I. SKILLS USED A. Map Skills: Independent Latin America c 1830	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Ethnic map of Latin America
B. Critical Thinking Skills: Give examples of how European events contributed to Latin American independent movements.	
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Simon Bolivar	

Modern World History I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VI. The Western culture and ideas, such as the Renaissance and the Reformation, exploration, and capitalism.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Analyze the economic, political and social conditions that gave rise to the Renaissance. b. Identify Renaissance values and ideals and their relationship to art. c. Evaluate the qualities that distinguish great art. d. Outline the causes and effects of the age of exploration. e. Describe the conditions that led to a religious revolt. f. Assess the reactions to Luther's teachings. g. Identify Adam Smith; discuss his three laws of economics. h. Give examples of the impact of great ideas on people, society, and nations. i. Compare and contrast Western cultural and economic development with Asia and Africa. j. Assess the role of women and minorities in Western culture and ideas, such as the Renaissance, Reformation, etc. k. Examine the impact of cultural pluralism or the events of this era or on the viewpoints of this era.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: *The History of the World* - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: African Imperialism

I. SKILLS USED A. Map Skills: Imperialism in Africa - 1891 Imperialism in Africa - 1914 Places to know: Africa - 1914	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various visuals as time permits
B. Critical Thinking Skills: From an African point of view, what were the advantages and disadvantages of both direct and indirect rule?	
C. Graphic Interpretation: Cause and Effect: Partition of Africa	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Analyze Primary Source - British Missionary	

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Imperialism/Expansion

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: The Suez Canal European Emigrants U.S. 1753 - 1853 Growth of Canada Spheres of Influence - 1911	
B. Critical Thinking Skills: How might non-western countries have reacted to European Imperialism? Compare manifest destiny with European expansion. How did British reforms in India undermine British rule in India?	Various visuals as time permits
C. Graphic Interpretation: Timetable - decline of Imperial China	
D. Communication & Research Skills: Modernization of Japan	
E. Other Social Studies Skills: Analyze Primary Source - Sun Yat-sen	

Modern World History I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VII. The European ideologists of the 19th and 20th centuries and their global influence; liberalism, republicanism, social democracy, Marxism, nationalism, communism, Fascism, Nazism, and their impact on the world.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 15. Pursue active civic responsibility. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 10. Apply knowledge to solve problems through use of appropriate research. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 17. Analyze conflict and cooperation.	a. Explain the concept of global economy. b. Analyze the role of the corporation in the Western economic and social systems. c. Identify the causes and effects of immigration. d. Discuss the main ideas of Socialism, Communism, and Capitalism. e. Contrast romanticism and realism. f. Define realpolitike and identify its role in 19th and 20th centuries politics. g. Discuss the development of Nationalism. Compare and contrast Nationalism of the 19th and 20th centuries. h. Define and explain the concept of social Darwinism. i. Compare and contrast the ideals of Communism, Fascism, and Nazism and discuss their impact in the 20th century. j. Examine the view toward women and minorities espoused by socialism, communism and capitalism. k. Compare feminism with socialism, communism and capitalism. l. Assess the impact of Social Darwinim on racism, ethnocentrism, nationalism, handicapism, elitism and sexism.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Capitalism & Its Role in an Expanding World

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: World Trade - 1763 Triangular Trade Population Density in Britain	Films: "Industrial Revolution - England" "Industrial Revolution - America"
B. Critical Thinking Skills: Compare Karl Marx with Adam Smith	Various visuals as time permits
C. Graphic Interpretation: Population - Mexico - 1532-1608	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - Patience Kershaw	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
VIII. The two World Wars, their origins and effects, the global aftermath and significance.	3. Develop basic geographic literacy. 16. Encourage positive human interaction with the environment. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Describe the growth of militarism in pre-World War I Europe. b. Describe how new technology changed the nature of warfare in World War I and II. c. Explain why France and Britain wanted to punish Germany. d. Define appeasement and its long-term effects. e. Analyze Europe's political and economic difficulties in recovering from World War I. f. Identify the Holocaust and its effects in world politics. g. Evaluate Japan's attack on the United States. h. Evaluate Truman's decision to use the atomic bomb against Japan. i. Analyze the effects of conflict on individuals, societies, and nations. j. Examine the role that language, ethnicity, national origin and culture played during the two World Wars. k. Assess the role of women and minorities during the two World Wars.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: The Two World Wars, Their Origins, Effects, and Global Aftermath

I. SKILLS USED A. Map Skills: World War I Divides Europe	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various visuals as time permits
B. Critical Thinking Skills: How/Why did terms of Treaty of Versailles differ from Wilson's 14 Points?	
C. Graphic Interpretation: War Posters & Pictures - Role of Women	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Analyze Primary Source - David Lloyd George	

Over

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Two Weeks

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: The Two World Wars, (continued) ...The Russian Revolution

I. SKILLS USED A. Map Skills: USSR in 1939	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: How would Lenin explain Western intervention in their Revolution? How did Lenin's and Stalin's state differ from the one predicted by Karl Marx?	Computer Program: Nationalism Various visuals as time permits
C. Graphic Interpretation: Cause and Effect - Russian Revolution Soviet Political System Forming the Soviet State	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Source - The Memoirs of Count Witte	

Modern World History I & II

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
IX. The making of the global community; new approaches to cooperation and interdependence and the importance of technology in changing the world community. Exit Outcomes (cont.) 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 2. Demonstrate knowledge of how our community/our state/our nation began. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 17. Analyze conflict and cooperation. 7. Explain essential characteristics of local, state and national governments.	a. Explain why the United States and Soviet Union became rivals. b. Identify the United Nations, the arms race, the Truman Doctrine. c. Cite the reason for Southern Europe's rapid economic growth. d. Explain the steps Europe used to strengthen economic unity. e. Compare and contrast Soviet foreign policy under Brezhnev and Gorbachev. f. Define and give examples of glasnost and perestroika. g. Describe and evaluate the rights demanded by the people in the Baltic Republic. h. Explore the reasons for rapid change in Eastern Europe. i. Compare and contrast today's communism with the early form of communism. j. Examine the social, political, and economic problems of the Middle East, Asia, and Latin America. k. Examine the role of technology in the changing patterns of life of the individual, of society, and of nations. l. Compare and contrast the role of the individual of today's world with that of the beginning of human life. m. Predict the role of the individual in the world community. n. Examine the role of ethnicity, language and nationality in the world community.

Modern World History I & II

Major Topics (Instructional Content)

X. The changes in Eastern Europe since 1989. The political, economic, social, cultural and military changes that are in the making since 1989.

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.

4. Compare and contrast different governments/cultures/values and beliefs.

5. Exhibit an understanding of interdependence and demonstrate global awareness.

6. Examine the role of famous men and women in history from various ethnic groups.

8. Understand Social Studies terms/concepts.

9. Develop higher level thinking skills.

10. Apply knowledge to solve problems through use of appropriate research.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success (Learner Outcome Statements)

a. Analyze the reasons for the changes made by Gorbachev in the Soviet Union.

b. Discuss how the reforms in the Soviet Union had an impact on Eastern Europe.

c. Analyze why the Western powers found it difficult to accept Gorbachev's reforms at face value.

d. Examine the factors that played an important role in the revolution of 1989.

e. Compare and contrast the challenges that face Eastern Europe and the Soviet Union; Eastern Europe and Western Europe.

f. Examine the role of women and minorities in Eastern Europe and in the Soviet Union.

g. Discuss the impact of the economic reforms in Eastern Europe and in the Soviet Union.

h. Predict the role of Eastern Europe as a part of Western Europe.

i. Compare and contrast the change in environmental policy in Eastern Europe and Soviet Union since the 1980's.

j. Assess the ethnic, linguistic, and cultural diversity of this part of the world.

k. Analyze the impact of cultural pluralism in Eastern Europe and Soviet Union.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time Six Week

GRADE LEVEL OR SUBJECT: 10-12 Modern World History I and II

TEXT: The History of the World - Houghton-Mifflin
The Modern Era - Houghton Mifflin

UNIT OR TOPIC: Unit X The Modern Era

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Postwar Europe - 1945 Divided Germany - 1945 East Asia - 1949 South Asia 1947 Middle East Trouble Spots	Video - "World at War: Reckoning" Geography Overhead Transparencies
B. Critical Thinking Skills: Why might African leaders find it more difficult to govern a nation than lead an independence movement? How might Mid-Eastern industrialism led to Islamic fundamentalism?	Video - "Time Was: 1960's & 1970's"
C. Graphic Interpretation: Life expectancy - Africa Timetable - The Vietnam War Trade - Pacific ??? Nations Economies of Africa	Video - "Vietnam - The 10,000 Day War"
D. Communication & Research Skills:	
E. Other Social Studies Skills: Analyzing Primary Source - Sakharow Kenya's Jomo Kenyatta	

Major Topics (Instructional Content)	Exit Outcome (Course Objectives)	Indicators of Success (Learner Outcome Statements)
XI. A case study of one or two selected non-European societies.	1. Explain what we mean when we exhibit patriotism and citizenship. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 17. Analyze conflict and cooperation. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	a. Asia in modern times. b. Africa in modern times. c. Middle East in modern times. d. Focus on one region, depending on current interest - a quick overview of the other regions. e. Compare and contrast political, social, and economic events of selected region with the Western World. f. Select a problem facing the region - determine the causes - examine the possible solutions and make a decision on best possible solution. g. Determine, using current events, possible trends for the future of the region. h. Analyze how this region responded to the cultural pluralism within its society. Asia, Africa, Middle East, or Latin America.

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: United States I & II 8401, 8402

Course Description: Both semesters of the course deal with the political, economic, and social developments of the United States. The first semester makes special references to Colonialism, the American Revolution, the Constitution, Creation of the federal government, nationalism, sectionalism, Jacksonian reform, expansion, the Civil War and Reconstruction, rise of big business, populist movement and the rise of labor unions. The years from 1897 to the present are covered in the second semester and include industrialization, the United States as a world power, progressive reform and social change, World War I, the great Depression, World War II, demobilization from war, the Cold War, world leadership, the domestic prosperity and reform. Current affairs are emphasized.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. Era of Colonization Theme: The building of the American Colonies started with the history of the earliest inhabitants from Asia and followed by events in Europe that populated the Americas and developed distinct cultures and civilizations that resulted in economic and political rivalries within the colonies and among European nations. 1. Reasons why people leave Europe to come to the New World; social, political and religious. 2. The new Europeans in the New World help destroy most Native Americans.	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	a. Compile some cultural characteristics of the Incas, Aztecs and Mayan civilizations. Analyze their effect upon America today and how these empires were plundered by Spain. b. Describe the influences that various Native American Indian tribes had on American history. c. Analyze how the Crusades, Renaissance and the Reformation periods contributed to the age of exploration. (social, political, religious) d. Compare the various social, political and religious reasons European people came to the Western Hemisphere. e. Communicate the historical significance of some European explorers. f. Focus on the geographic regions in the new world claimed by European countries. g. Analyze the extent of Spanish colonization and dominance in the Western Hemisphere.

United States History I 11th Grade

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
3. The colonists are shaped by their experiences in the New World and begin to develop new ways to conduct and shape their life. 4. Consider the various minority groups that emigrated to the New World. (areas settled, culture, value to America)	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsbility.	h. Compile some of the cultural characteristics of various ethnic groups from Europe. i. Compile the various reasons why Britain established the 13 colonies. j. Compare some of the various religious philosophies that led to the development of religious toleration in the colonies. k. Analyze the representative government in the colonies that led to the U.S. Constitution. l. Communicate the conflict between Britain and France that led to war in 1754. Relate the highlights, causes and results of that war. m. Trace the early ancestry of African Americans and their culture. n. Examine the extent of colonization by Spain of the Southwest at the time of the establiment of the thirteen colonies. CRITICAL THINKING: How do the motivations of modern space explorers and Renaissance explorers compare? Analyze the treatment of African American blacks, women and other minority groups in colonial times. Trace and analyze your family genealogy and ancestry.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 2 Weeks

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History I

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: I Era of Colonization

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Map of 13 colonies-location of colonies & major cities. Reasons for settlement and why England established the colonies along the coast and major water routes. What natural features formed the western boundary of the colonies?	16mm Films, Video Tapes, Transparencies
B. **Critical Thinking Skills:** How were the voyages of exploration similar to today's exploration of space? How are they different?	Why did slavery become central to the farming economy of the southern colonies, but not to the middle colonies? Analyze differences in ways middle, southern and northern colonies developed economically.
C. **Graphic Interpretation:** Hutchinson: Religion: How did her teaching threaten Puritan authority?	Photos & prints: Ex. Quaker print; Ques: Cultural pluralism -Why did Pennsylvania become home to many Quakers?
D. **Communication & Research Skills:** Do research & write a report about Salem Witch Trials. What kinds of people were the accused? Their accusers? What evidence was used to convict the accused? Chapter terms and identification.	Written questions over material and films.
E. **Other Social Studies Skills:** Time line: Analyzing quotations: Reviewing the Facts: Class role playing	Maps on colonies and settlements. Colonial Expressions: Ex. Bigwig, Bucks, Two Bits, Strike While the Iron is Hot.

United States History I 11th Grade

Major Topics (Instructional Content)

II. Road to Revolution

Theme: The creation of the new nation known as the United States developed from the growing hostilities between Britain and her colonies until 1775. The desire of various colonists to seek independence that evolved into a revolution, Civil War, and World War. From 1789-1801 the nation's leaders organized the new government and welded the independent states into a union.

1. The British had trouble handling her colonies.
2. The states' desire to remain independent and their fear of tyranny resulted in a weak central government the Articles of Confederation.
3. The drafting and ratification of a new constitution begin the process of making the Americas one nation.

Exit Outcomes (Course Objectives

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Develop some of the problems facing Britain after the French and Indian War and how England decided to solve its problems.
b. Analyze the tension and conflict between Britain and her colonies.
c. Identify the methods of resistance used by the colonists against Britain's new policies. Note the consequences of the colonists' actions.
d. Recognize some of the colonists' attempts to unite. (Albany Plan, Stamp Act, Congress)
e. Communicate the parts of the Declaration of Independence, reasons for writing it, consequence of such action and its effect upon other countries and America.
f. Compile the reasons for the American Revolution and compare the methods of fighting the war by both sides.
g. Formulate the course of the American Revolution, compile the major battles, and relate the significance of these battles and the war itself.
h. Compare and evaluate the success and failures of the Continental Congress and the articles of confederation.
i. Formulate the major compromises that led to the development of the United State Constitution; identify the people affected by these compromises.

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United States History I 11th Grade

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
4. The domestic and foreign issues that affected the future development of the United States.		j. Compile the major differences between the United States Constitution and The Articles of Confederation. k. Relate the basic structure of the United States Constitution and the protection guaranteed the people by the Bill of Rights. l. Analyze the major foreign and domestic problems facing the new government and how those decisions set the course of future history. m. Map out United States in 1790. n. Analyze the role of minorities before, during and after the American Revolution. o. Examine the United States Constitution for lack of rights for women and blacks and people without property.
	Road to Revolution CRITICAL THINKING (cont.) National debt, internal unrest, and foreign policy were problems during the first four administrations. How do these problems affect the United States today? Alex Hamilton once said, "How can you trust people who own no property?" What bias does this question show? D. DEBATE: The American Revolution was inevitable. Loyalist vs. Tories.	A. SIMULATION: Students are to command the British forces at Bunker Hill. B. RESEARCH: The role of women or any minority group during this period of history. C. CRITICAL THINKING: Using case studies, students are to make judgements about each case based on the Constitution. Discuss the political values of the white male Americans who wrote the Constitution. What parts of the Constitution might be different if it were written today for the first time? (explain)

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 4 Weeks

GRADE LEVEL OR SUBJECT: 11th Grade U. S. History I

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: II Road to Revolution

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Battles of American Rev. Why was the shot fired at Lexington called "The shot heard 'round the world?" In what part of the country did Br. concentrate their attack in the latter part of war? Why: Treaty of Paris 1783, changes in territory and how map changed the territories of colonies.	16mm Films: Video Tapes Simulation: Battle of Bunker Hill Story of Crispus Attucks
B. Critical Thinking Skills: Did the adoption of the Constitution of 1787 complete the American Revolution? Why or Why not?	Identifying advantages and disadvantages: What were the advantages and disadvantages to the colonist of remaining part of the British Empire?
C. Graphic Interpretation: Chart: British new colonial policies and the colonist reactions to each of these new laws. Map: Land ordinance of 1785; How might the minimum sales requirement have affected land ownership in the territories? Role of speculators?	Photos and prints of this era
D. Communication & Research Skills: Breaking down of the Declaration of Independence for understanding. Apply to today. Research people and events of this era in oral or written form.	Questions over the films written Chapter Questions, Terms and Identifications
E. Other Social Studies Skills: Colonial expressions we still use today. Practical application of cases connected to Constitution. Student decision making.	Maps on American Revolution Maps on Ordinance of 1787

United States History I 11th Grade

Major Topics (Instructional Content)

III. Democracy for the People

Theme: Between 1801 and 1818 the United States doubled in size and emerged from the War of 1812 with a feeling of pride, national unity and strength. This temporary "era of good feeling" will soon be replaced by a growing controversy between the north and south over political and economical matters. However, there are increasing political and social gains after 1829.

1. The United States discovers new ways to grow and develop.
2. The Supreme Court becomes effective in the national interest.
3. The United States is marked by a rise in nationalism and sectionalism.
4. Internal improvements make for a changing society.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Evaluate the life and accomplishments of some presidents from 1801-1840.
b. Identify the factors that influenced American foreign policy from 1800-1820.
c. Explain the controversy surrounding the purchase of Louisiana Territory and the importance of that area to western farmers.
d. Compile the reasons for the coming of the second War of Independence.
e. Analyze the growth of nationalism and sectionalism after the War of 1812.
f. Demonstrate how the early Industrial Revolution changed American society.
g. Analyze the importance and effectiveness of the Monroe Doctrine until 1963. Note the consequences of such a doctrine on the United States.
h. Identify the new generation of leaders in society that sought to make the United States grow and develop.
i. Select and evaluate some of the black writers and educators who helped the new nation become more independent of Europe.
j. Illustrate how internal improvements made the new nation more mobile and productive.
k. Compare some of the early social, political, and religious reforms with those of today. Evaluate some of the early reforms.

United States History I   11th Grade

Major Topics
(Instructional Content)

5. The nation's political process becomes more democratic under Andrew Jackson despite sectional conflict.

6. Increasing social reforms lead to a changing and lasting culture.

Exit Outcomes
(Course Objectives)

Learner Outcome Statements
(cont.)

D. CRITICAL THINKING: 1830

a.) Abolitionists differed among themselves in their strategies for ending slavery. Compare and contrast their opinions.
b.) How did the second Great Awakening reflect political trends of the time?
c.) A major movement of the 19th century was the crusade against alcohol, or the Temperance movement. Compare this movement with the present day compaign against tobacco alcohol and drugs.
d.) How are campaign paraphernalia such as the ones used in 1840 election, used to gain voter support? How has the mass media shown its influence at election time?

Indicators of Success
Learner Outcome Statements

l. Recognize the black abolitionist movement and its leaders. Analyze the South's attitude regarding such a movement.
m. Analyze the treatment of the American Indians by the state and national government and understand the consequences of their action.
n. Formulate the reasons why Americans migrated to Texas and the consequences of such a movement.
o. Investigate the attitude of people today and of those in early years regarding social ills. How are the attitudes the same? Different?
p. Assess the role of the United States government in encouraging migration to Texas and California and the consequences of this.

A. DEBATE: The class will serve as the House of Representatives and choose students to debate reason for or against the War of 1812.

B. RESEARCH: Local history and the War of 1812.

C. SIMULATION: Students are presented with several short articles about various people. They are to decide if the person is Federalist or Republican.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U. S. History I

TEXT: *History of The United States*, Houghton Mifflin

UNIT OR TOPIC: III Democracy for the People 1800-1840

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Indian Removal from Colonial territory. Was the seizure of Indian land unavoidable? Why or why not?	Films: Video Tapes: Simulation: Differences Between Political Parties; Use of overhead projector for note taking and maps.
B. **Critical Thinking Skills:** How was the cotton kingdom a creation of the industrial revolution? How were Andrew Jackson's decisions in office a reflection of the spirit of democracy? What was his attitude toward the Indians?	Computer: *Oregon Trail*: Decision Making Process for Students
C. **Graphic Interpretation:** Bar graph: Foreign Trade 1800-1812: Discuss how valuable American imports and exports are for the country? Which was greater? etc.	Political Cartoon: Jackson and the National Bank: (Understanding cartoons) Prints of this era.
D. **Communication & Research Skills:** Writing about themes in American History 1. Religious Leaders of This Time 2. Educational Leaders 3. Presidential Profile	Written questions for students; terms to know and understand identifications of personalities
E. **Other Social Studies Skills:** Maps on Western Expansion: Texas and Mexican War. Trails West: (Ex.) Oregon problems in expansion and movement West.	Making Comparisons: Analyzing a quotation "Great minds care for small morals," What did Burr mean? Making judgments.

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U. S. History I 8401 11th Grade

Course Description: IV. Expansion and Division: "Manifest Destiny" to the Civil War

Major Topics (Instructional Content)

(Emphasis on History and Geography)

Theme: The era of territorial expansion dominated by "manifest destiny" starting with the United States as it was in the 1830s and continuing through the addition of Texas, the Oregon Territory and the California and New Mexico Territories.

1. Lone Star Republic
2. Mexican War 1848
3. Roots of Conflict
   a. Compromise of 1850
   b. Kansas Conflict
   c. Fred Scott Case
   d. John Brown's Attack

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Identify states, territories, cities, and bodies of water important to the era on a map of North America.
b. Discuss the many additions of land to the U.S. and be able to explain how and why they were acquired.
c. Trace the history of the republic of Texas (Why Americans emigrated there? Why they revolted and became a separate nation?) and discuss the Hispanics who died defending the Alamo.
d. Cite the different cultures that were present in North America as the U.S. expanded to the Pacific and debate whether inclusion into the United States was an advantage or a disadvantage to these people.
e. Compare and contrast ways in which the U.S. acquired land in this era (Diplomacy vs. War); analyze the racism and imperialism inherent in the concept of manifest destiny.
f. Analyze the growing conflict between the states and the failure to compromise.
g. Evaluate the position of the Hispanic population at this time in the Southwest United States.
h. Analyze the Treaty of Guadalupe Hidalgo of 1848.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. Expansion and Division		CRITICAL THINKING: A. Discuss how the cotton kingdom was actually a creation of the Industrial Revolution. B. Identify how the slavery issue often dictated the political decisions in this era and be able to give examples. C. Note the condition of the average slave in the South and be able to identify leaders of the abolition movement. D. List the different stands on the issue of slavery at this time and identify famous Americans and where they stood. E. Debate the following question: Can Eli Whitney, as the man who created more efficient arm factories in the North and invented the cotton gin that prolonged the use of slavery in the South, be blamed for the Civil War?

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 10-12 Class Periods
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History I

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: IV. Expansion and Division: "Manifest Destiny" to the Civil War...

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Map of the US (1830-1860) given in hand-out form to the students and including states, territories, cities, rivers, settlement trails and battles of the Texas War for Independence and the Mexican War.	Map of Western Settlement Trails p.219, Map of Mex. War p. 220; Change from 1850-1860, p. 229 Large classroom maps; Overhead transparencies, Additional handouts; Map quizzes, tests....
B. **Critical Thinking Skills:** Debate on Constitutional issues of the period. Discussion of economic issues "Mock Trial" concerning the issue of slavery	Background on Const. issues, pp, 227-232 ... on on economics pp 201-208, on slavery & abolition pp.208 & 216. Photographs of the era...Econ charts & graphs. Highlighted copies of the Constitution...
C. **Graphic Interpretation:** Reading & discussing PRIMARY SOURCES of the era in the categories of economics, Constitutional arguments and slavery & abolition	Direct quotes that deal with the three topics in Chapters 7 & 8.... Primary Source books from OUR LAND, OUR TIME BOOK, "Scriptographic" copies of The Constitution.... The Treaty of Guadalupe Hidalgo
D. **Communication & Research Skills:** Extra Credit reports to be done on selected books found in the Warren Library (or local public libraries).	Poem and Movie entitled "I am Juaquin." Historical personages & events mentioned in Chapters 7 & 8... Computer accessed info. in the library (Electronic Encyclopedia, etc.)
E. **Other Social Studies Skills:** Comparison of events in this era to current events (mostly in the U.S. and possibly in foreign countries....)	Local newspapers, National newsmagazines.

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U.S. History 8401 11th Grade

Course Description: V. The Civil War and Reconstruction

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
Theme: The Civil War & reconstruction from the secession of the first group of southern states and coming of the war with Fort Sumter, Antietam and the Emancipation Proclamation to the last years of the war and the surrender of Lee and the death of Lincoln. Also, the turmoil and the upheaval of the process of redeeming the former Confederate States and restoring them to the union. A. South Carolina secedes from the union B. Civil War is a "total war" C. Constitutional questions arise during the war D. Plans to admit the South back into the union.	1. Explain what we mean when we exhibit patriotism and citizenship. 3. Develop basic geographic literacy. 4. Compare and contrast differ-governments/cultures/values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups.	a. Debate the reasons for the secession of the Southern states. b. Identify the so-called "border states" and explain why they stayed in the union. c. Describe the significant battles of the war that were considered "turning points." d. Compare and contrast the war strategies of both sides during the conflict, as well as the advantages and disadvantages that each side possessed. e. Explain that the reasons for the war were not only the issue of slavery but also economic and constitutional issues. f. Compare and contrast the feelings of the average civilian on both sides during the war and during Reconstruction. g. Explain the "war powers" exercised by Lincoln and list the arguments for and against such emergency powers for the President. h. Identify the part played by black Americans in the war effort. i. Study and describe the underground railroad and the role of Harriet Tubman and others.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	j. List and explain the various plans for Reconstruction and note the author of each.
	17. Analyze conflict and cooperation.	k. Trace the growth of the Republican Party after the war and evolution of the "Solid South" and its alliegiance to the Democratic Party.
		l. Explain how the presidential view of Reconstruction changed as presidential administrations changed.
		m. Compare the South's reasons for leaving the union with the American Colonies separation from Britain.
		n. Analyze the influences that the Civil War and Reconstruction had on future American history.
		o. Analyze whether or not there was an "emancipation" of blacks.
		p. Discuss the holiday known as "June teenth."
	(Cont.)	
	C. Imagine that you are a "carpetbagger" in the South after the war. Write a letter to a friend or relative outside of the South telling your views about Reconstruction.	A. Debate whether the states had a right to secede.
		B. Do a research paper on a Civil War in another country. Compare it to the American Civil War.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 12-14 Class Periods
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History I

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: V. The Civil War and Reconstruction

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of the U.S. during the "War Years" with states (delineated into US, CS & "border states") cities, rivers, battles and invasion routes........	"Taking sides" p. 235, Battles '61, '62, p. 244 Battles '63, '64 p.249; Battles '65, p.251 Large classroom maps; Overhead transparencies; Additional handouts; Map quizzes, tests....
B. Critical Thinking Skills: Discussion on Lincoln's "War Powers"; Debate as to whether or not the South had the right to secede Role playing, reenacting the U.S. Congress at this time and debating the issue of whether to raise arm and deploy Negro troops.	"War Powers", pp. 235-252; Secession,pp. 233-239; Black Troops , pp. 245-259 Text to Supreme Court Case "Ex Parte Milligan," Speeches for secession from Calhoun, Davis, Breckinridge..anti Webster, Lincoln & Crittenden...Video of GLORY
C. Graphic Interpretation: Study & interpretation of photographs from the war (Brady, Gardner, etc.)... Examination of the uniforms and weapons of war ...(including relics and reproductions)	Pictures of uniforms and weapons in the text (Chapter 8).... Uniforms & relics in possession of the teacher, video tapes of battle re-enactments....
D. Communication & Research Skills: Have students publish their own Civil War Newspaper.... they can be Southerners, Northerners, pro-Lincoln, anti-Lincoln, whatever. Can include editorials, political cartoons, letters to the editor, etc.	Text background info (Chapter 8) Access to copiers so that students can easily reproduce materials ...typewriters or computers to type and print out stories.
E. Other Social Studies Skills: Extra Credit reports to be done on selected books found in the Warren Library (or local public libraries...)	Video to be seen: Glory Historical personages & events mentioned in Chapter 8.... computer accessed info. in the library (Electronic Encyclopedia, etc.)

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U.S. History I 8401 11th Grade

Course Description: VI. The Rise of Big Business

Major Topics (Instructional Content)

Theme: The period after the Civil War was one of rapid industrialzation and growth in both North and South. Under the protection of the 14th Amendment, corporations flourished. The growth of industrialization led to the era of "big business" and significant reactions to these developments by American workers in rural and urban areas. Farmers organized to combat the exploitative aspects of industry. Industrial laborers unionized as they demanded higher pay better working conditions.

A. Rise of Big Business
B. New Frontiers - the West
C. Politics and Society in Guilded Age
D. Labor Organizers
E. Populist Protests

Exit Outcomes (Course Objectives)

2. Demonstrate patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success Learner Outcome Statements

a. Trace the evolution of the business arrangement from the individual proprietorship through the corporation and the trust.
b. Identify famous American entrepreneurs and their inventions/discoveries/innovations and their importance to the development of the U.S.; including black inventors.
c. List significant court cases that involved big business/organized labor/ farmers associations and give brief explanations.
d. Note and explain the problems faced by industrial workers in the face of big business ("blacklisting" and lock-outs).
e. Understand and explain the problems faced by the farmers as they dealt with big business ("long-haul" and "short-haul" abuses. Compare the problems of farmers today with those after Civil War.
f. Compare and contrast the unions of the turn of the century with today's unions.
g. Identify famous Americans who led the labor movement and their organizations and accomplishments.
h. Assess the involvement of women in the rise of unionism in certain industries.

United States History I 11th Grade

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
		i. Synthesize the experiences of Southern farmers (white and black) in this era . . . How did the creation of the Grange and Populist Party lead to a temporary racial alliance? Why did the alliance not last?
		j. Understand the new frontier and problems among the Indians, whites, the ranchers and the cowboys.
		k. Contrast the problems of society - political and social to the problems of 1980s.
		l. Analyze the concept of water rights from the Anglo, Spanish and Indian perspective and laws.
		m. How prevalent is "Big Business" today and how and why do we have more encouragement for women and minorities to start businesses?
		DEBATE: Was the Federal Government being inconsistent when it first supported the rise of Big Business and then later tried to control it?

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 8-10 Class Periods
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History I

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: VI. The Rise of Big Business

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Map of the U.S. in handout form to be given to the student (w/matching answer sheet) detailing the states admitted to the union by 1900 as well as major cities Also a map of major railroad routes at the time....	The states and cities, pp. R22-R33; Railroad Routes p. 288. Large classroom maps; Overhead transparencies; Additional handouts, map quizzes, tests......
B. **Critical Thinking Skills:** Have a "public forum" where students role play the parts p.285 of farmers on one side and businessmen on the other ...debate the issues. Have a current events debate where students research the role of labor unions and management in today's society...discuss whether unions are still important or needed....	Farmers & Businessmen, pp.314-321, farmers, pp. 285-295; Readings from "primary sources", book, current newspapers & news-magazines.... Invited speakers: a.) farmer b.) farm worker (migrant) c.) male & female business persons
C. **Graphic Interpretation:** Reading illustrative excerpts of life for the businessman, the worker and the farmer from primary sources.....	Text examples in Chapters 10, 11 & 14. Readings from OUR LAND, OUR TIME primary sources book, the novel The Jungle by Upton Sinclair
D. **Communication & Research Skills:** Extra Credit Reports to be done on selected books found in the Warren Library (or local public libraries...)	Historical personages & events mentioned in Chapters 10, 11 & 14. Computer accessed materials in the library (Electronic Encyclopedia, etc.,)...
E. **Other Social Studies Skills:** Essay Writing - A 500 word essay on what it would have been like to be a farmer, a worker, or a businessman, either as a woman or as a minority as well as a white male, in this era.	Text material in the 3 chapters... Additional materials from "primary sources" or the library.

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U.S. History I 8401 11th Grade

Course Description: VII. The Age of Imperialism

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
Theme: From simple beginnings in the 1860s (Alaska and Midway), America assembled a long list of possessions and became a major imperialistic power by the turn of the century. Contributing to the growth of America as an imperialistic power more than any other event was the Spanish American War in 1898. From that time on the U.S. heavily influenced events in the Pacific and the Caribbean through its many colonies. A. America Expands into Pacific and Asia. B. War with Spain 1898 C. Debate over imperialism D. Debate over racism, capitalism and nationalism.	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures /values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural nonsexist society. 17. Analyze conflict and cooperation.	a. Explain the reasons why the U.S. became an imperial power (the "white man's burden", manifest destiny, noblese oblige). b. Compare and contrast American nationalism and imperialism then and now. c. Note and explain the different views on imperialism that were common in America at this time. d. Locate American colonies gained through the early twentieth century on a map of the world. e. Compare and contrast "yellow journalism" then and now. f. Name famous American men and women of this era and explain how they influenced our history. g. Trace the events of this era among the imperial powers of the world and explain how it would ultimately lead to WW I. h. Explain the economic aspects, benefits and drawbacks of imperialism both for the colony and the mother country. i. Assess the racist attitudes of turn-of-the century Americans toward non-white nations.

1048

Over

1049

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
		j. Note the closing of the American frontier at this time and explain the problems confronted by Native Americans.
		k. Explain the problems of other non-white Americans.
		l. Assess the extent to which the United States government honored the Treaty of Guadalupe Hidalgo and other treaties signed with American Indians.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 10-12 class periods
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History I

TEXT: *History of The United States*, Houghton Mifflin

UNIT OR TOPIC: VII. The Age of Imperialism

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of the U.S. (1867-1900) given in handout form to the students and including the U.S. far-flung territorial acquisitions (the map will include enough of the Pacific & Caribbean area to show all U.S. possessions). Also a handout map that shows "foreign influence in China..."	"The U.S. as a world power", p. 453, "Foreign Influence in China" p. 459. Large classroom maps; Overhead transparencies. Additional handouts; Map quizzes, tests ...
B. Critical Thinking Skills: Discuss "yellow journalism" then & now...Debate the benefits & harms of imperialism by dividing the class into two groups.... In a class discussion, list all of the U.S.'s former "colonies" and list their current status (Independent nation, state of the union, etc.) decide if they are any better off for having been U.S. colonies....	"Yellow journalism", pp.451-453, Imperialism, pp.447-456. Facsimile copies of Hearst & Pulitzer newspapers, recent copies of the *National Enquirer*, *Star*, etc. Kipling's poem, "The White Man's Burden", movies such as *The Wind & the Lion* and *The Sand Pebbles*.
C. Graphic Interpretation: Analyzing photographs of the era (including Hearst & Pulitzer illustrations), taking a hard look at U.S. casualties in the imperialistic wars (especially the Philippines insurrection)....	Pictures in Chapter 17; Descriptions of the wars in the chapter..... Appropriate illustrations (some made into transparencies). An opaque projector for "war pictures".....
D. Communication & Research Skills: Have classes make a "yellow journalism" newspaper by writing sensationalistic stories about what goes on at Warren on a day-to-day basis...	Text pp.451-453; Dictionaries, sensational stories to use a models....
E. Other Social Studies Skills: Extra credit research and book reports....	The Warren library, public libraries, Warren's computerized resources (Electronic Encyclopedia

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: United States History II 8402 11th Grade

Course Description: VIII Progressive Era

Major Topics (Instructional Content)

Theme: "Industrial America faces domestic strife due to the upheaval to American traditions and values caused by the process of modernization.

1. The origins of the Progressive reform movement and the improvements as well as the ills of an industrializing society.
2. The concept of reform in a modernizing America contrasting the points of view of labor, management, immigrants, racial groups, women and farmers.

Exit Outcomes (Course Objectives)

2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success Learner Outcome Statements

a. Identify the causes of the ills of industrial society and the legislation that transformed America society.

b. Compare and contrast the positions and values held by the following groups:

Labor
Management
Immigrants
Racial Ethnic Minority Groups
Women
Farmers

c. Identify, recognize, and evaluate the changes brought about by new inventions and their impact on American society.

d. Compare progressive presidents in handling political and social ills in society.

e. Identify ways that our industrial society affected economic participation by various minorities in such industries as the steel industry.

U.S. History II 8402 VIII (cont.)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
Progressive Era	11. Appreciate role and interaction of various individual, family, social, political, and economic groups.	Progressive Era (cont.) CRITICAL THINKING: Students to work in pairs to write anti-child labor slogans.
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	DEBATE: "Children should not be allowed to work until they have graduated from high school."
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	Imagine you are a citizen of Louisiana in 1906: Write a letter to the governor complaining about the denial of voting rights to African Americans. Discuss the chief values that motivated the progressive reformers.
	15. Pursue active civic responsibility.	How did the women's struggle to gain the right to vote parallel the struggle of African Americans? How did it differ?
	17. Analyze conflict and cooperation.	What, in your opinion, are three major problems facing the United States today? Enlist people to work towards resolving the problem.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2/3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: VIII Progressive Era

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Role-playing exercise in which students take a character (or faction of society) and contest for a fixed number of societal objectives.	Political Cartoons - contrast the messages within political cartoons
C. Graphic Interpretation:	
D. Communication & Research Skills: Students research characters or factions of society that were demanding reform during the Progressive Era.	
E. Other Social Studies Skills: Students write a compare and contrast essay between the news of Booker T. Washington and W.E.B. DuBois.	Film on T. Roosevelt

Course Title: U.S. History II 8402 11th Grade

Course Description: IX U.S. Involvement in the First World War

Major Topics (Instructional Content)

Theme: The first European War of the 20th Century forces the United States to confront the issue of intervention in a foreign war - the choice between isolationism and globalism.

1. The rise of nationalism and other causes of the First World War.
2. The United States establishes political, cultural and economic relationship to Europe.
3. The United States' decision to intervene on the side of the "Allies" and the impact of the United States entry into the war.
4. The aftermath of the First World War and the United States withdrawal back to isolationism.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic systems.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success Learner Outcome Statements

a. Describe and demonstrate the various aspects of nationalism, nativism and nationality.

b. Identify the coalitions that fought World War I.

c. Analyze causes of World War I.

d. Describe and explain the issues confronting a neutral America and the reasons for U.S. intervention in World War I.

e. Compare the impact of America's involvement with the impact of Russia's withdrawal from World War I.

f. Develop the issues involved at Versailles and the reasons for U.S. withdrawal from international affairs and the increasing strength of America's isolationalist impulse.

g. Analyze the role and contributions of women during the World War I.

SIMULATION: Game on World War I
Students will represent various countries of the war and must use data (furnished) and information to make decisions.

Analyze how the war was affecting the homefront.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
U.S. Involvement in the First World War	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	DISCUSS: How civil liberties were denied people during the war. Do you agree with the Sedition and Espionage Laws? Were these laws interpreted too broadly? DISCUSS: How were Americans of German descent treated by other Americans during World War I?

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: IX U.S. Involvement in World War I

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Students will complete maps of Europe in 1914 and 1919.	Chapter 25. Overhead to present the directions to the maps to the students.
B. Critical Thinking Skills: Contrast the maps and through observations make determinations about the events that transpired in these five central years.	Film on Woodrow Wilson and War on the Western Front.
C. Graphic Interpretation:	
D. Communication & Research Skills: Contrast the views and objectives each side in the war and the issues involved at the Peace Conference at Versailles.	
E. Other Social Studies Skills: Discussion centering around the U.S. decision to enter the war and the ramifications of this decision such as isolationism.	Film on the Treaty of Versailles.

Course Title: U.S. History II 8402 11th Grade

Course Description: X Prosperity to "The Crash"

Major Topics (Instructional Content)

THEME: Postwar America experiences significant cultural and political changes while the United States economy booms. Relationahips among Americans are transformed as the United States moves through the 1920s.

A. The advent of modern communications (i.e. radio) and modern travel (i.e. the automobile and the airplane) transform American society.
B. Prohibition and the rise of gangsters.
C. The "Great Black Market" and the underlying causes of the "Crash of 1929."
D. Relationships among men and women and whites, blacks, Hispanics, and Indians are transformed in the context of women's suffrage, the rise of modern urban centers, the Harlem Renaissance and the rise of nativism.

Exit Outcomes (Course Objectives)

2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success Learner Outcome Statements

a. Compare the attitudes and actions prevalent in Salem (1692) to those in the Red Scare (1918-1920) and discuss the rising attitude of nativism and the re-emergence of the KKK.
b. Identify the progress of women's struggle for equality in the U.S. and compare women's suffrage issues of the 1910s with those of the ERA issues of the 1970s. Predict future trends in women's issues.
c. Compare the struggles of African and Hispanic Americans and Indians for equality in American society, and their contributions to American society such as "Harlem Renaissance."
d. Describe the problems the U.S. faced following Prohibition and compare the problems the U.S. is presently facing with alcohol and illegal drug use (abuse).
e. Discuss the characteristics of the Bull Market and causes of the Stock Market Crash (compare to 10/87).
f. Describe the impact on American society of mass media, the automobile and the airplane.
g. Discuss the changing relations between the U.S. and Latin America.
h. Identify the main issues involved regarding war debts and the naval conferences held between the World Wars. Compare to future disarmament programs.

U.S. History II X (cont.) 11th Grade

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)		Indicators of Success Learner Outcome Statements
Prosperity to "The Crash"	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	SIMULATION:	Stock Market of 1920's Students will make decisions regarding stock market investments. Students must use math and reach decisions based upon events of the decade.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural nonsexist society.		
	17. Analyze conflict and cooperation.		

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: X Prosperity to Crash

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Map of Latin America denoting the changing U.S. relationship with Latin American nations	Chapters 26 and 27; Overhead used in detailing map directions
B. Critical Thinking Skills:	
C. Graphic Interpretation: Students will study graphs of economic growth, the rise of stocks and compare the increases in prices and wages and determine what can be learned from these changes.	
D. Communication & Research Skills: Hold a brief debate contrasting the views held by women in the 1920s and another debate contrasting the views of blacks in the 1920s.	
E. Other Social Studies Skills: Discussion of the impact of the developments in transportation since the 1900s.	Film on Henry Ford Film on Lindberg and Earhart

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: United States History 8402 11th Grade

Course Description: XI The Great Depression and the New Deal

Major Topics (Instructional Content)

Theme:

A. Depressed economy and U.S. government's initial inability and unwillingness to intervene on a massive scale to the crisis of the Depression led to the election of FDR in 1932. Roosevelt offered the people a New Deal.

B. FDR and U.S. government's intervention in all spheres of American society to provide:
   a. Relief
   b. Recovery
   c. Reform

Exit Outcomes (Course Objectives

2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.

Indicators of Success Learner Outcome Statements

a. Recognize the characteristics of the U.S. society during the Great Depression.

b. Analyze the U.S. reactions to the crisis and compare Hoover's and FDR's contrasting approaches to the problems arising from the depression.

c. Evaluate the major programs of the New Deal and their impact on American Society.

d. Discuss the reasons behind U.S. isolationism and compare and contrast these reasons with U.S. policies in the Post-War era. (1945)

CRITICAL THINKING: 1930's

A. Discuss whether or not the U.S. government should insure saving accounts in banks and saving and loans companies.
How does this insurance help depositors?
What burden does the insurance put on taxpayers?

Major Topics
(Instructional Content)

Exit Outcomes
(Course Objectives)

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interaction of various individual, family, social, political, and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

14. Appreciate the cultural diversity found in our country and develop an awarenewss of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

16. Encourage positive interaction with the environment.

17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

Critical Thinking (cont.)

A. Should the government have the responsibility to protect a citizen's savings?

B. Compare and contrast ways the people in the cities and rural areas helped one another in depression time.

C. Why were Mexican and African Americans among the first to lose their jobs in the 1930s?

D. How does economics affect racism?

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: XI The Great Depression and the New Deal

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Chapter 28
B. Critical Thinking Skills: Hold a debate on the pros and cons of government intervention in the U.S. economy and society at large.	Films on the Depression and F.D.R.
C. Graphic Interpretation:	
D. Communication & Research Skills: Research the programs of the New Deal and their ramifications on U.S. society.	
E. Other Social Studies Skills: Discuss the ramifications on our lives due to electricity.	Reading supplement on life in Texas "Hill Country" before the advent of electricity.

Course Title: U.S. History II 8402 11th Grade

Course Description: XII Growing World Conflict (1930's)

Major Topics
(Instructional Content)

Theme:
A. Worldwide economic upheaval brought rising international aggression from the Far East to East Africa, and the rise of Nazi Germany in Central Europe.

These international changes will cause the United States to readjust its foreign policy.

1. U.S. isolationism and the U.S.'s changing relationship with the Soviet Union and Latin America.
2. The outbreak of war in Europe — America sympathizes with the victims, but remains uninvolved.
3. Rise of Fascism

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success
Learner Outcome Statements

a. Compare and contrast the causes of World War I, World War II, and Vietnam War.

b. Compare and contrast the reasons for each "aggressors" aggressions.

c. Discuss and evaluate the reasons for the U.S. unwillingness to become involved in international conflicts and contrast to the U.S. involvement in Korea, Vietnam, Tawian, Granada, Libya and Kuwait.

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

17. Analyze conflict and cooperation.

Course Title: U.S. History II 8402 11th Grade

Course Description: XIII World Conflict (1941-1945)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
Theme: The rise of totalitarian aggression in Europe and Asia and the bombing of Pearl Harbor will draw the United States into another World War. 1. U.S. intervention in a two-front "Total War" in the Pacific and Europe. 2. The rise of the U.S. as as economic, industrial, and military superpower. 3. Changes on the homefront. 4. Victory over the Axis powers and the arrival of the "Nuclear Age."	1. Explain what we mean when we exhibit patriotism and citizenship. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Describe the characteristics of total war and its evolution since the early 1800s. Compare and contrast war today with wars of the past. b. Distinguish between the alliances that fought in World War II and reasons for the U.S. decision to put the European War as its highest priority. c. Identify and evaluate the significant wartime conferences and the issues involved in each and the affect upon the world, then and now. d. Describe the various impacts the U.S. had on the war and its outcomes (i.e. economically, industrially, and militarily). e. Discuss the issues involved in the dropping of the Atom bombs. Draw conclusions based upon class discussion and readings. f. Compare and contrast the conclusion of World War II with the conclusion of World War I and the differences in U.S. post-war policies. g. Discuss the race relationships altered by the war, with regard to Japanese-American to women and African Americans, Hispanics and other minorities. h. Discuss the Japanese internment and how this violated their constitutional rights.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	15. Pursue active civic responsibility.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: XII World Conflict (1930s)
XIII World Conflict (1941-1945)

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Maps of Europe and Asia/Pacific in the 1930s, of Europe and Asia on the eve of 1941, and finally a map of the "turning tide" 1942-45.	Overhead used for detailing map directions Also refer to the maps in text Chapter 29.
B. **Critical Thinking Skills:** Discuss motives for actions of all participants in the war. Debate decision to use the Atom Bomb and its ramifications. Discuss each nation's perspective and interests regarding anti-Semitism.	
C. **Graphic Interpretation:** Present graphs of production rates of the major powers fighting WW II and what can be learned from these diagrams.	Films on the Role of Japan and Nazi pow-Germany. Short films on Midway, Stalingrad and Hiroshima
D. **Communication & Research Skills:** Research on revisionism and totalitarianism and geo-politics Research on anti-Semitism	Film on the Jewish Holocaust
E. **Other Social Studies Skills:** Compare and contrast the personalities of Hitler and FDR using films that show a lot of footage of each man.	Film on FDR and Hitler

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U.S. History II 8402 11th Grade

"Cold War"
Course Description: XIV. Postwar Problems and Promise 1945-1960

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
THEME: After World War II the United States will enter a Cold War with the Societ Union that will extend to the late 1960s. The American foreign policy must be reshaped and redefined at a time in which the United States and the world are facing social, political, and economic problems. A. Origins of the Cold War B. Containing the Soviet Union C. Origins of Civil Rights D. Postwar Problems - social, political and economical	1. Explain what we mean when we exhibit patriotism and citizenship. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual family, social, political and economic groups.	a. Cite causes of tension between the United States and the Soviet Union after World War II and analyze the Cold War and make judgements about it. b. Study and evaluate the effectiveness of the United Nations in handling world affairs. c. Consider the possible consequences of President Truman's plans to stop the advancement of Communism in the world. Ex: Marshall Plan, Truman Doctrine, and Berlin Blockade. d. Examine the conflicts between labor and management and develop alternative solutions to settle their differences. e. Identify ways in which the civil rights movement began after World War II. f. Communicate how peace time alliances, NATO, SEATO, were organized to support free countries throughout the world. g. Evaluate the effectiveness of the Fair Deal Program to eliminate social problems. h. Compare President Truman's attitude in the treatment of minorities and blacks to President Johnson's and Eisenhower's attitudes. i. Recognize the value of the Nuremburg trials.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
Postwar Problems and Promise 1945-1960	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	j. Consider the consequences of the second Red Scare in the United States and analyze the programs used by the national government to control the fear that was developing here.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural nonsexist society.	k. Describe the causes of the Korean War and draw some conclusions on how that war affected public opinion.
		l. Trace American-Soviet relations in the 1950s and consider the possible consequences of America's new philosophy - Brinkmanship.
	15. Pursue active civic responsibility.	m. Compare President Eisenhower's social program to that of President Truman's.
	16. Encourage positive interaction with the environment.	n. Examine reasons behind the slow progress of black civil rights between 1868 and 1950.
	17. Analyze conflict and cooperation.	o. Recognize some of the achievements of the civil rights movement between 1950 and 1970.
		p. Investigate some of the international events of the 1950's and analyze the action taken by President Eisenhower.
		q. Draw conclusions on how the automotive and television growth influenced American life.
		r. Analyze how the increase in American population after World War II affected society.
		s. Analyze the increase in American population after World War II by race, gender and ethnicity.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: XIV Cold War 1945-1959

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Political map of Europe: Which parts of Europe were controlled by the Soviet Union in 1940? Compare this area with the land held by the Soviet troops at the end of WWII.	Films, Video tapes, transparencies
B. **Critical Thinking Skills:** Cause and effect: What might have caused the allies to band together to form NATO? Use evidence from your text and discussions to support your answer.	Analyzing a quotation: What did Secretary Defense Wilson mean when he said "What is good for the country is good for General Motors."? Do you agree or disagree? Why?
C. **Graphic Interpretation:** Photo: Berlin airlift: Why did the U.S. and its allies airlift supplies rather than to use some other method? Graph: Television: What was the percent owned by households in 1950? Decade in which ownership increased the most?	Charts and graphs
D. **Communication & Research Skills:** Writing about American themes: Do a research paper on an aspect of the 1950s religious revival. Compare it to todays revivals. Write an essay on Rebel Without a Cause. Tell why you think it appealed to young people in the 1950s.	Creating political cartoons; Maps on Middle East, identifying main ideas in the Chapter Global awareness questions.
E. **Other Social Studies Skills:** Debate: controversy over the use of animals in scientific experiments. Research topic, ESP. Recent cases. Resolve: Animals would be used for research when their use will benefit humans.	Written class work over the unit. Questions over films; Key terms and people.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements 1945-1960
Postwar Problems and Promise 1945-1960		CRITICAL THINKING: A. Identify ways in which the methods of Joseph McCarthy ran counter to American political ideals and constitutional protections. B. Identify a current labor dispute, local or national, and summarize the points and issues between labor and management. How would you decide the case? Does the Taft-Hartly Act apply? C. Rehearse and perform in class scenes from the play The Crucible. How does the play relate to Cold War Politics? D. How did the return of GI's from World War II change the job market for women? How are employment opportunities for women today different than after World War II? E. Research the teenage dress in 1950s. How did the dress of the 1950s relate to the roles boy and girls were expected to play as adults? What about modern dress and one's role?

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U.S. History II 8402 11th Grade

Course Description: XV Turbulent Times 1960-1976

Major Topics (Instructional Content)

THEME: John F. Kennedy brings optimism to the nation for 1,000 days and under President Johnson comes strong leadership that brings hope and opportunity for all Americans. However, Johnson's foreign policy involves the United States in an unpopular war and the problems of the nation will be left in the hands of Richard Nixon in 1969.

A. The New Frontier Begins
B. The Great Society
C. Social Protest
D. 1968 Terrible Year for America
E. Watergate Scandle
F. Foreign Policy Challenges in Berlin, Cuba, and Vietnam

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success Learner Outcome Statements

a. Discuss the impact of religion in presidental elections. Ex. 1960
b. Communicate some of the international conflicts and crisis under Kennedy and recognize the hard lessons learned from these events. Ex. Bay of Pigs invasion, Berlin crisis, and Cuban crisis. Consider other alternatives that could have been used to handle each of the above events.
c. Trace Americas involvement in Vietnam and draw some conclusions about United States involvement.
d. Compare President Kennedy's New Frontier program to that of President Johnson's Great Society.
e. Examine the black revolt of the 1960s and the peaceful methods used by Martin Luther King Jr.
f. Interpret the information given about the assassination of President Kennedy. Compare evidence collected to that of the Warren Commission report.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: XV Foreign and Domestic Upheaval 1960's-1976

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Southeast Asia: Identify and locate major countries and cities. What was the domino theory and was this theory practical for this area? Why might geography of Vietnam make it a difficult place to conquer?	16mm films; Video tapes; Transparencies of various countries and areas.
B. **Critical Thinking Skills:** Explain why President Johnson had greater success in advancing Kennedy's domestic programs than JFK himself.	Simulation: Judgment Day: Based on Nuremburg Trials, compare the foreign policies of the four postwar presidents Truman, Eisenhower, Kennedy and Johnson.
C. **Graphic Interpretation:** Photo: Impeach Earl Warren: Why were the conservatives in country so outraged at the Chief Justice to want him impeached?	Chart: Vietnam War Long-term causes; Short term causes; How they led to Vietnam War-Effects of war on U.S. Was the war for the United States inevitable? Results if we had not intervened?
D. **Communication & Research Skills:** Explain the statement by Martin Luther King, Jr. that "The Great Society has been shot down on the battle field of Vietnam."	Key Terms: Written student work Locating and gathering materials
E. **Other Social Studies Skills:** Seeing both sides: Make the best case you can for and against the following: Pres. Kennedy was justified in taking steps to overthrow Fidel Castro. Timelines.	Political Cartoons; Political Maps: Ex. 1968 election if Wallace had not run, how might the election have changed the outcome if at all.

U.S. History II 8402 11th Grade

Major Topics
(Instructional Content)

Turbulent Times 1960-1976

CRITICAL THINKING:

A. Why was Vietnamization an attractive policy for President Nixon? What were the effects of this policy on America?

B. Discuss two values associated with each of the following men; Martin Luther King Jr., George Wallace, and Robert Kennedy. To what segment of society did each man appeal?

C. Use books, periodicals and newspapers to learn about American POWs and MIAs in Vietnam. Make a timeline to show what has been done by the government and by the citizens of United States. Compare to other wars.

Exit Outcomes
(Course Objectives)

11. Appreciate role and interaction of various individual, family, social, political and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

14. Appreciate the cultural diversity of our country and develop an awareness of the rights duties and responsibilities of each individual as a member of a multicultural non-sexist society.

15. Pursue active civic responsibility.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

g. Evaluate some of the social issues during the time of the Johnson administration.

h. Compare the black power movement and the youth rebellion of the 1960's with other minority revolts of early history. Examine the outcome of these movements on society.

i. Communicate the causes of United States involvement in Vietnam and compare the public attitude at home and around the world about our efforts there.

j. Recognize the legacy left by the Vietnam War.

k. Compare the change in American attitude concerning China in the 1970s with early history.

l. Trace the Watergate affair and compare Presidents Nixon's actions to former presidents and their governmental policies while in office.

m. Trace the events that brought Gerald Ford to the presidency and compare his policies to other presidents before him.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
		CRITICAL THINKING: A. Why was Vietnamization an attractive policy for President Nixon? What were the effects of this policy on America? B. Discuss two values associated with each of the following men; Martin Luther King, George Wallace, and Robert Kennedy. To what segment of society did each man appeal? C. Use books, periodicals and newspapers to learn about American POW's and MIA's in Vietnam. Make a timeline to show what has been done by the government and by the citizens of United States. Compare to other wars.

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: U.S. History II 8402 11th Grade

Course Description: XVI 1976-1990

Major Topics (Instructional Content)

THEME: The struggling economy was the key issue in the election of 1976 and while Americans liked Gerald Ford as a person they rejected his leadership and his economic policies. James Carter, a peanut farmer, became the 39th president when the polls closed in 1976. However, President Carter's policies to handle the economy proved inadequate as inflation rose and the energy crisis deepened by 1979. His foreign policy in question led to a republican president, Ronald Reagan in 1980. President Reagan's leadership and popularity unified the nation but his policies increased long standing divisions as well. Strains were soon showing between different economic and racial groups and between liberals and conservatives in the party.

A. Human rights at home and abroad was the cornerstone of President Carter.
B. Reaganomics

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success Learner Outcome Statements

a. Communicate issues related to the energy crisis of the 1970s and draw conclusions about energy problems facing us today.

b. Compile information on events in Southeast Asia after American forces withdrew and to identify the importance of Kissinger's shuttle diplomacy.

c. Compare similarities and differences between the United States and the Soviet Union. Ex. population; land size; ethnic and culture groups.

d. Describe and evaluate President Carter's foreign policy decisions and consider other alternatives that he could have used in each case. Ex. Panama Canal; Iran troubles; Salt II; and Camp David.

e. Compare Lyndon B. Johnson's economic and foreign policies to President Reagan's policies in the 1980s.

f. Evaluate the arguments for and against the adoption of an industrial policy for the nation in the 1980s.

U.S. History II 8402 XVI (cont.) 11th Grade

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
D. Star Wars program and space programs E. Minority, health, religious and other social problems face the nation	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	g. Identify an international crisis and consider the threat to human rights and world peace. Offer some solutions. h. Compile and evaluate some of the challenges of President Reagan's second term and George Bush's first term.
	13. Establish an awareness of current events and their relationship to individuals, communities, states and nations.	i. Communicate the long term importance of the election of 1984 as it applied to black Americans and the role of women in politics. j. Analyze the major problems facing multicultural societies like the United States and draw conclusions.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural nonsexist society.	k. Contrast the role of religion in 1976 and 1980 elections and formulate ways that religious revivals could effect American society in 1980s. l. Identify the causes for the decline in Reagan's popularity in 1986 but why he was able to avoid personal criticism.
	15. Pursue active civic responsibility.	m. Analyze the stock market crash of 1987 and consider its consequences. n. Analyze the candidates and issues of the 1988 presidental race.
	16. Encourage positive human interaction with the environment.	o. Identify the major issues in the Middle East and consider the consequences of American involvement there.
	17. Analyze conflict and cooperation.	p. Recognize the changing role of women in United States from the mid-1940s. Consider the women's movement of the 1970s and evaluate the effectiveness of such a movement on women today.

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Major Topics
(Instructional Content)

1976-1990
(cont.)

Exit Outcomes
(Course Objectives)

1976-1990

CRITICAL THINKING:

A. Many Americans believe that drug abuse is a problem in only low-income urban areas, usually among minorities. How accurate is that statement?
B. The United States experienced terrible poverty during the 1930's. How was the poverty and homelessness of the 1980s different from that of the Great Depression of 1930?
C. Some people argue that as a nation of immigrants and a democracy, the United States has an obligation to keep its borders open to new immigrants. Evaluate this argument based on information in your text and on your own opinion.
D. During 1970-1990, citizens of the United States were frequent targets of international terrorism. Conduct research on the rise of terrorism during these decades. How does terrorism affect the people and the government? How can a nation combat terrorism? What punishment should terrorist get for actions?

Indicators of Success
Learner Outcome Statements

q. Develop the stages that led to the growing social and health problems in United States and discuss the controversy concerning these issues. (segregation, abortion, urban crisis, poverty, homeless, AIDS, aging, unemployment and population)
r. Compare how past and future presidents attempted to handle the problems discussed above. Students to recommend other alternatives.
s. Analyze the affect that high energy song performers had on the youth of the 1980s the 1950s and 1960s.
t. Trace the international war against drugs and evaluate the federal government programs dealing with this problem. Formulate other ways for the United States to handle this problem.
u. Compare the changes in immigration of the 1880s and 1920s to the new immigrants of the 1960s - 1980s.
v. Compare the space program of the 1960s to the programs of the 1970s and 1980s. Evaluate such programs and why the public had a change in attitude regarding outer space.
w. Compare the naval disarmament programs of the 1920s to the nuclear disarmament programs of the 1980s.
x. Compare and evaluate the effectiveness of those presidents from 1961 to 1989 in handling civil rights problems in the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: 11th Grade U.S. History II

TEXT: History of The United States, Houghton Mifflin

UNIT OR TOPIC: XVI Shifting World Order 1970s to Present

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Political Election! Had Gerald Ford won Texas, would the election outcome have been different? Explain why or why not.	Films, Video tapes, transparencies Simulation - Operation "Blow Up"
B. Critical Thinking Skills: How successful has the women's rights movement been in achieving its goals? What do you attribute to its success or failure?	Examine key publications affecting the feminist movement and feminist idealogy. 1981 Sandra Day O'Connor first woman on Supreme Court
C. Graphic Interpretation: Women in Labor Force: Question: Do you think the labor force will continue to rise? Why or why not? Where have women continued to gain in the work force? Have not gained?	Map of Middle Est: Location of countries there and major cities. Middle East war and its conflicts. Prints and graphs
D. Communication & Research Skills: Student materials to follow the readings. Key terms and people identification. Debate: President Nixon should/should not have been impeached. Support your stand.	Analyze current issues: Education, pollution, foreign problems, etc. American themes to investigate: Ex. science: Investigate Three Mile Island accident and its effect on attitudes towards nuclear power in U.S.
E. Other Social Studies Skills: Connecting with the past: Compare the four postwar presidents as to major issues in domestic and foreign affairs. Truman, Eisenhower, Kennedy and Johnson.	Student newspaper: Computer work cartoons-political and social - famous first-ex.

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Individual Development 8606

Course Description: This is a personal growth class that is designed to help students increase their understanding of themselves and others, to increase self-appreciation and to make self-improvement.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives	Indicators of Success Learner Outcome Statements
I. Basic needs, the importance of these needs at different life-stages, and reasons for varying behavior in need of satisfaction.	9. Develop higher level thinking skills.	a. Identify human needs and their effect on behavior.
	10. Apply knowledge to solve problems through use of appropriate research.	b. Compare and contrast importance of different needs at different life-stages.
II. Several personality theories (including Freud, Jung, Adler, Berne, and Sheldon) offering insights into causes of human behavior.	17. Analyze conflict and cooperation.	c. Describe reasons for varying behavior in need satisfaction.
	10. Apply knowledge to solve problems through appropriate research.	d. Demonstrate increased understanding of one's own personal needs and behaviors.
	16. Encourage positive human interaction with the environment.	e. Demonstrate increased understanding of one's own personal behavior.
		f. Recognize clues to the resolution of one's own personality problems.
	17. Analyze conflict and cooperation.	g. Develop increased understanding of the behavior of others.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	h. Assess the influence of race, sex, ethnicity, national origin, language, class, handicap and socioeconomic status on human needs, behavior, life-stages, personality and satisfaction.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5 Hrs.
or
Approximate Amount of Class Time 1 Week

GRADE LEVEL OR SUBJECT: Individual Development

TEXT: None

UNIT OR TOPIC: I. Basic Needs

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Identification of Basic Needs Identification of Causes of Varying Behavior In Need Satisfaction	"Relationships: A Study in Human Behavior" Film: The Story of "O"*
C. Graphic Interpretation:	Various visuals as time permits
D. Communication & Research Skills:	
E. Other Social Studies Skills:	

*Not to be confused with "The Tale of "O"."

Major Topics (Instructional Content)	Exit Outcomes Course Objectives	Indicators of Success Learner Outcome Statements
IIa. Definition of good personality traits and essential steps in personality improvement.	4. Compare and contrast different governments, cultures, values, and beliefs. 7. Explain essential characteristics of local, state, and national government. 9. Demonstrate higher level thinking skills. 10. Apply knowledge to solve problems through appropriate research. 11. Appreciate role and interaction of various individual, family, social, and political groups. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	i. Develop appreciation of good personality traits, especially those that promote happiness, success, and positive relationships with others. j. Recognize one's own personality strengths and weaknesses. k. Explain process for improving one's personality, including ways of overcoming weaknesses. l. Demonstrate commitment to improve one's personality. m. Examine the definition of good personality traits from a cultural pluralistic standpoint or approach. n. Learn the basics of transactional analysis with regard to improving cross-cultural and other human relations.

11.4

11.5

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5 Hrs.
or
Approximate Amount of Class Time 1 Week

GRADE LEVEL OR SUBJECT: Individual Development

TEXT: None

UNIT OR TOPIC: II. Life Positions

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Analyzing Life Positions (from Transactional Analysis) Developing Positive Attitude Toward Life, Self, Others Developing Self Esteem	Transactional Analysis Materials (Including Games People Play, I'm OK - Your're OK, Born to Win, and Family Focus.
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills:	

Individual Dev. 8606

Major Topics
(Instructional Content)

III. Personality Problems
 -Causes and Solutions
 Problems students are facing in their personal lives (such as study skills, attitudes, smoking, anger, parent-teen relationships.)

Exit Outcomes
Course Objectives

1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments, cultures, values, and beliefs.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

a. Identify causes and solutions to a variety of problems.

b. Develop desire and ability to lessen or eliminate these problems in their own lives and to help others to do likewise.

c. Formulate and implement a plan to eliminate a personal weakness. Evaluate success of such plan.

d. Create increased understanding of the qualities of good character, citizenship and committment.

e. Realize the importance of interpersonal relationship and demonstrate growth in such human interaction.

f. Analyze successful and effective cross-cultured communication and relationships.

g. Address the cuases and solutions of personality problems due to or influenced by race, sex, national origin, handicap and socioeconomic status.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 10 Hours
or
Approximate Amount of Class Time 2 Weeks

GRADE LEVEL OR SUBJECT: Individual Development

TEXT: None

UNIT OR TOPIC: III. Personality Theory

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Analyze Personality Theories for Understanding One's Own Behavior and That of Others	"Relationships: A Study in Human Behavior" Transactional Analysis Materials
C. Graphic Interpretation:	Various visuals as time permits
D. Communication & Research Skills:	
E. Other Social Studies Skills:	

Individual Dev. 8606

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. Character and Values -Definition of character and stages of character development.	9. Develop higher level thinking skills. 17. Analyze conflict and cooperation	a. Explain when and how character is formed (including stages of character development) and its relationship to behavior.
-Understanding and assessment of personal values.		b. Identify and evaluate one's own personal values through use of the values clarification process.
		c. Assess one's own biases toward the character of others due to race, gender, socioeconomic status, etc.
V. Maturity -Importance and characteristics of maturity.	9. Develop higher level thinking skills.	a. Recognize the importance of maturity.
		b. Identify the common types of maturity.
-Assess one's own maturity levels, the causes of immaturity, and how to increase personal growth.	10. Apply knowledge to solve problems through use of appropriate research.	c. Evaluate personal maturity level.
		d. Examine causes of immaturity and ways to develop maturity.
	11. Appreciate role and interaction of various individual, family, social, and political groups.	e. Demonstrate personal maturity.
		f. Analyze maturity from a culturally pluralistic perspective or approach.
	16. Encourage positive human interaction with environment.	g. Assess maturity as a manifestation of blaming the victim.
	17. Analyze conflict and cooperation.	h. Examine various ways that rites of passage are celebrated in different cultures or ethnic groups.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 25 Hours
or
Approximate Amount of Class Time 5 Weeks

GRADE LEVEL OR SUBJECT: Individual Development

TEXT: None

UNIT OR TOPIC: IV. Personality Improvement

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Analyze steps in personality improvement Appreciate present strengths Learn to accept what cannot be changed Learn how to assess what should be changed in one's personality. Understand how to bring about appropriate changes. Skills necessary for dealing effectively with specific personal problems (such as study skills, getting job, quitting smoking, parent-teen relationships and anger.)	"Relationships: A Study in Human Behavior" Multiple Resources Including Materials From Guidance Dept., Films, Videos, etc.
C. Graphic Interpretation:	Various visuals as time permits
D. Communication & Research Skills:	
E. Other Social Studies Skills:	

Major Topics (Instructional Content	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VI. Love and Dating Meaning of love and how differs from infatuation. Reasons for and importance of dating. Importance of well-developed personal code of sexual conduct.	4. Compare and contrast different governments, cultures, values, and beliefs. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, and political groups. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Compare and contrast the difference between love and infatuation. b. Describe the reasons for and importance of dating. c. Examine guides for sexual conduct. d. Recognize the importance of a well-developed personal code of sexual behavior that reflects understanding and appreciation of ones own sexuality as well as respect for that of others. e. Assess sexual conduct from a culturally pluralistic perspective or approach. f. Examine courtship rituals in diffent cultures and nations. g. Analyze love, dating, courtship, and sexual conduct from a feminist perspective and from a male chauvinistic perspective.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 25 Hours
or
Approximate Amount of Class Time 5 Weeks

GRADE LEVEL OR SUBJECT: Individual Development

TEXT: None

UNIT OR TOPIC: V. Character

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Analyze character including stages of character development and learn to assess personal character. Values clarification to process to know how to assess worth of one's own value system.	Stages of Character Development (Hauighurst & Peck)
C. Graphic Interpretation:	Various visuals as time permits
D. Communication & Research Skills:	
E. Other Social Studies Skills:	

Course Title: International Relations I and II 8801 - 8802

Course Description: The first six weeks are designed around developing background information in preparation for a semester of dealing with world problems and potential crisis. Regional problems, power, terrorism, and world organizations are among the topics covered.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
I. Unit to identify the methods used by the United States to implement foreign policy. Emphasizing the influence of: a. Trade b. World Economics (poverty) c. Defense Commitment	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 16. Encourage positive human interaction with the environment.	a. Understand terms relating to international trade. b. Comprehend relationships between nations that encourage or discourage trade. c. Synthesize economic problems created by trade patterns. d. Note the role the United States plays in world trade and importance of resources. e. Explain the role of population in world poverty. f. Synthesize the impact of world debt and international monetary policy on trade and poverty. g. Understand influence of religion on world poverty. h. Explain interplay of United States in world defense. i. Comprehend the role of the debt in U.S. defense policy. j. Compare and contrast the role of the environment in foreign policy. k. Speculate on future U.S. allies and defense moves. l. Identify the countries in the region. m. Assess the impact of cultural pluralism in trade, world economics and defense commitment.

International Relations

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. World Economics (Trade)	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	15. Pursue active civic responsibility.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2-3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: Close Up Booklet- Chapter on World Trade

UNIT OR TOPIC: I. World Trade

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Identify major trading nations and world trade patterns.	Maps distributed by Newsweek
B. **Critical Thinking Skills:** Analyze data regarding trade. Draw conclusions about alliances and policy using knowledge of trade.	Show Close Up Tape on World Trade
C. **Graphic Interpretation:** Using maps of trade patterns to understand alliances between nations.	
D. **Communication & Research Skills:** Build vocabulary of terms used in world trade. Develop Reading Comprehension Organizing and Expressing Ideas in Written Form	
E. **Other Social Studies Skills:** Detecting Stereotypes Seeing others' points of view	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 1 Week
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: None

UNIT OR TOPIC: Ia. Introductory Map Project

I. SKILLS USED A. **Map Skills:** Identify all nations of the world on blank map. Will first do the exercise in class using atlas for grade.	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Atlas and maps
B. **Critical Thinking Skills:**	
C. **Graphic Interpretation:** Be able to read maps and identify rivers and other topographic areas.	
D. **Communication & Research Skills:** Using atlas and other research tools in Media Center	
E. **Other Social Studies Skills:**	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Delineate problems and trends in Southeast Asia and the Pacific Rim Nations. This includes economic, social and political changes in the area. Exit Outcomes (Cont.) 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	a. Examine the changing trends in world trade. b. Identify the areas that have the greatest potential to develop trade, market and resources. c. Compare and contrast the development of countries in the area. d. Identify the rival trade countries and potential conflicts. e. Understand the importance of the area to the economy of the United States. f. Comprehend the military, social, and economic aspects of the Asian area. g. Assess the impact of cultural pluralism in Southeast Asia and the Pacific Rim Nations. h. Examine the role and contributions of women and minorities in this part of the world.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: None

UNIT OR TOPIC: II. Problems and Trends in Southeast Asia and Pacific Rim.

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Identify nations of S.E. Asia and Pacific Rim	Newsweek Maps and Atlas
B. Critical Thinking Skills: Analyze comparisons between nations. Predict effects of decisions of nations. From Conclusions Based on Study of Future Trends	Research in media center.
C. Graphic Interpretation: Interpret videos of countries of area and make comparisons	Videos of S.E.Asia nation
D. Communication & Research Skills: Making oral reports of assigned country to class. Locating and Gathering Information for Reports	Reference Books and Periodicals
E. Other Social Studies Skills: Interpreting Primary Sources Detecting Stereotypes Distinguishing fact from fiction	

International Relations

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. In-depth unit on Central and South America. The social, economic and political problems of the area. The role of religion and culture in shaping government policy. The interactions of the governments of the region. The historical and continuing influence of the United States in the region. The unit will be taught by individual reports on assigned countries and a mock OAS meeting to compare and contrast the problems of the area.	2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Identify the major economic and social problems of the region. b. Understand the role of religion in the problems and solutions. c. Research the problems of the assigned nation in the Media Center. d. Present the report to the class. e. Trace the development of regional conflicts. f. Examine the role of the United States in the conflicts of the region. g. Trace the development of economic problems of the area. h. Compare and contrast environmental impact to solutions for the region. i. Synthesize possible solutions to problems that students have identified. j. Utilize the facilities of the Media Center to develop theories and solutions. k. Examine cultural similarities and differences between and among Central and South American countries. l. Identify where and how many persons of Central and South American descent have settled in the United States.

International Relations

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsbiliites of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 4 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: None

UNIT OR TOPIC: III. Central and South America.

SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Identify countries and resource of region	Newsweek Maps Statesmans Yearbook Atlas
B. Critical Thinking Skills: Formulate Hypotheses on reasons for U.S. involvement and reaction of nations. Assess cause and effect Form conclusions	Close Up Book - Latin America Reference tools in media center Filmstrip - Central America: Revolt or Revolution
C. Graphic Interpretation: Interpret cartoons and editorials as to which side is telling the truth. Using charts and graphs	Material from Reference Center - Student Research Computers in Media Center
D. Communication & Research Skills: Debating Issues through the media of Student Congress (OAS format)	Media Center Research Microfiche, computers, others
E. Other Social Studies Skills: Interpreting Primary Sources Seeing Others' Point of View	

International Relations

Major Topics (Instructional Content)

IV. Major racial problems in South Africa. The transformation taking place in South Africa; including economic and social changes. The influence of South Africa on both world and African policies.

Exit Outcomes (cont.)

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success (Learner Outcome Statements)

a. Locate and discuss the boundaries of the townships and neighboring countries.

b. Discuss the consequences of apartheid.

c. Compare and contrast the African continent with South Africa.

d. Understand the role of South Africa in world trade.

e. Attempt to predict possible outcomes to problems.

f. Understand the historical background of apartheid.

g. Analyze the policy and practices of apartheid as they might relate to the United States in 1900 and today.

h. Assess the response of South Africa to economic boycotts by the United States and other countries.

i. Examine the role of women and minorities in South African economic, social, political and cultural life.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: See Below

UNIT OR TOPIC: IV. South Africa and Its Role in African and World Affairs

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Identify South Africa and Trading Partners	Newsweek Map
B. **Critical Thinking Skills:** Recognize values of all sides in S.A. conflict	Close U Book - South Africa Chapter Media Center Research Media Center computers and microfiche Media Center Research
C. **Graphic Interpretation:** Using Charts and Graphs to understand S.A. role in world trade.	Media Center Research
D. **Communication & Research Skills:** Debating issues through identifying with one or other side of the conflict and representing that side in class. Using reference books	Media Center Research
E. **Other Social Studies Skills:** Developing a Sense of Chronology Seeing others' points of view	

International Relations

Major Topics (Instructional Content)

V. A study of the Israeli/Palestinean problem in the Middle East.

The cultural, religion, and land distribution problems.

(Taught by jury trial)

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success (Learner Outcome Statements)

a. Examine the historical background of the region.

b. Understand the principal leaders and philosophies.

c. Compare and contrast the religions of the region.

d. Identify the role of the United States in the area.

e. Identify the pragmatists in the area.

f. Speculate on changing relationships in the region.

g. Assess the impact of cultural pluralism on the Israeli/Palestinean problem.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3-4 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: None

UNIT OR TOPIC: V. Middle East

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Identify nations of Middle East Recognize Allies and Enemies	Newsweek Map
B. **Critical Thinking Skills:** Recognize values of both Arab and Jewish Culture and reasons for division in area. Made generalizations as to possible solutions.	Close Up Book Middle East Chapter; Videos on Religions of Middle East and on Culture and Economics. 3 or 4 Videos
C. **Graphic Interpretation:** Using Charts and Graphs Understanding photos of conflict	Media Center Research
D. **Communication & Research Skills:** Understanding both Arab and Israeli feelings through a trial process. Students will role play parts of Israeli and Arabs.	Media Center Research
E. **Other Social Studies Skills:** Developing a sense of Chronology Seeing others' points of view Interpreting Primary Sources	

Major Topics
(Instructional Content)

VI. Economic and social developments in Eastern and Western Europe.

Exit Outcomes (cont.)

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, states, and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success
(Learner Outcome Statements)

a. Understand the historical background of Europe, beginning with World War II.

b. Identify the nations of the area.

c. Understand the economic and cultural situations with the unification of the Germanies.

d. Compare and contrast the environmental and economic problems of Europe and the Soviet Union.

e. Identify the leaders of the nations and the relationship with the United States.

f. Assess the impact of cultural pluralism on the economic and social developments.

g. Assess the response by Eastern and Western Europe to cultural pluralism.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3-4 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: International Relations

TEXT: Handouts from Current Periodicals

UNIT OR TOPIC: VI. Economic and Social Developments in Eastern and Western Europe

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Identify both European nations and changing boundaries	Maps in current periodicals
B. **Critical Thinking Skills:** Understand the changing situation in Europe and the Economic situation from these changes. Emphasize Unification of Germany and European Economic Community	Available videos - if recent enough to apply.
C. **Graphic Interpretation:** Using charts and graphs to see changes a they occur.	
D. **Communication & Research Skills:** Organize and Express ideas in written form. Developing Reading Comprehension	
E. **Other Social Studies Skills:** Developing a sense of Chronology Detecting Stereotypes Seeing others' points of view	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: Close Up Book - Unit on World Poverty

UNIT OR TOPIC: VII. World Poverty and the Role Poverty Plays in Foreign Policy Decisions

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Locate the poorest and richest nations in world.	Newsweek Maps on Poor/Rich Nations and maps on projected population growth
B. **Critical Thinking Skills:** Access causes of poverty and the effect of this poverty on foreign policy. Recognize reasons for U.S. aid.	
C. **Graphic Interpretation:** Using graphs and charts to show degree and rate of problem.	Stateman's Yearbook Information Please
D. **Communication & Research Skills:** Develop Reading Comprehension Organize and Express Ideas in Written Form Use reference books	Show filmstrip on methods being used to fight world hunger.
E. **Other Social Studies Skills:** Distinguishing fact from opinion Seeing others' points of view	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3-4 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: High School International Relations

TEXT: Close Up Book - Unit on World Poverty

UNIT OR TOPIC: VIII. Role of Defense in Making of Foreign Policy

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Summarizing degree of U.S. defense commitments in world. Realizing the defense alignment in the world.	Maps from Newsweek
B. **Critical Thinking Skills:** Comparing U.S. defense spending and commitments with rest of world. Making generalizations about future of defense spending and needs.	Close Up Book - Chapter on Defense Show video on "Power Brokers" Defense Segment
C. **Graphic Interpretation:** Interpret novel dealing with Military/Industrial complex and decide truth or fiction to work.	Read Trevayne by Robert Ludlum
D. **Communication & Research Skills:** Debating value of defense spending. Building vocabulary Organizing and Expressing written ideals	
E. **Other Social Studies Skills:** Detecting stereotypes Seeing others' view point Distinguishing fact from fiction	

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: AP Government 8816

Course Description: AP Government is an introductory college level course in American Government. AP Government addresses the following topics: Comparative Governments, Constitutional Underpinnings, Politics in American Culture, Civil Rights and Liberties, Institutions of Government, Public Policy, and state and local governments. This course meets graduation requirements.

Major Topics (Instructional Content)

I. Study of Comparative Governments and their relationship to American Government.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast differ- governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

15. Pursue active civic responsibility.

17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Analyze economic and political system of the United States.
b. Compare and contrast opposing economic and political systems and their influences on the United States system.
c. Evaluate catalysts of political and economic systems of the world.
d. Assess the role and function of minority ethnic groups and women in various governmental systems.
e. Compare the influences of feminism in American politics in contrast to other political systems.
f. Assess the distribution of wealth in the United States by race, sex and national origin.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 6 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: American Government, Wilson

UNIT OR TOPIC: Unit I Comparative Government

I. SKILLS USED A. Map Skills: Locate countries in which Orwell lived	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. World Map in room
B. Critical Thinking Skills: 1. Contrast different forms of government. 2. Analyze symbols in Orwell's book and discuss their application in the story.	Animal Farm - George Orwell
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Develop reading comprehension by examining article by Orwell. 2. Express ideas in verbal form by discussing the impact of Orwell's background on his political philosophy.	Shooting An Elephant - George Orwell
E. Other Social Studies Skills:	

AP Gov't.

Major Topics
(Instructional Content)

II. The development of constitutional underpennings including the Declaration of Independence, Articles of Confederation, Federalism and Constitution.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (cont.)

15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

a. Categorize historical leaders of the American Revolution, the move toward independence, and the writing of the Constitution while identifying their political philosophies.
b. Compare and contrast philosophies of the colonists and Great Britain.
c. Evaluate the Beardian philosophy of economic motivations of the framers of the Constitution.
d. Clarify the meaning and usage of propaganda demonstrate its efficacy.
e. Distinguish groups of society not included in the framing of the Constitution and project how America would have been different had those groups been included.
f. Analyze federalism, separation of powers, checks, and balances.
g. Evaluate the efficacy of the Articles of Confederation and its impact on the philosophies of the framers.
h. Incorporate the roles of the state governments into the framers philosophies of republicanism and federalism.
i. Assess the influence of key European philosophers on American thought.
j. Explain economic motivations and aspirations of Framers of the Constitution.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 9 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: American Government, Wilson

UNIT OR TOPIC: Unit II Constitutional Underpinnings

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Analyze the political philosophies of the framers and synthesize their contributions by examining the Constitution and other primary sources.	Charles A. Beard's Economic Interpretation of Origin of Constitution - Ellen Nore Thomas Jefferson and the Constitution - Merrill Peterson James Madison and Bill of Rights - Jack Rakove Federalist #10
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Develop reading comprehension of primary sources. 2. Debate Beard's interpretation of founding. 2. Express ideas in verbal form by discussing the impact of Orwell's background on his political philosophy.	Charles A. Beard's Economic Interpretation of Origin of Constitution - Ellen Nore
E. Other Social Studies Skills:	

AP Gov't.

Major Topics
(Instructional Content)

III. Politics in American Culture including public opinion, political parties, voter participation, elections, interest groups and the media in elections.

Exit Outcomes (cont.)

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooper-tion.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political, and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success
Learner Outcome Statements

a. Explore the differences and similarities between the definitions of Republican and Democracy and contemporary party philosophies.
b. Trace the tradition of political parties.
c. Describe the structure of political parties.
d. Analyze the roles of political parties.
e. Assess how race, religion, economic status, and education influence political affiliation.
f. Assess how race, religion, economic status, and education influence voting behavior.
g. Propose ways to improve voter participation.
h. Evaluate the role of the media in elections.
i. Compare and contrast American and European political participation.
j. Define liberal and conservative and formulate liberal and conservative profiles based on contemporary domestic and foreign issues.
k. Define interest groups, cite examples, and evaluate their influence on candidates and office holders.
l. Trace the limitations on voting placed on citizens, and analyze the degree of voting by race and gender.
m. Evaluate the American democratic process with regard to the Electoral College.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 11 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: American Government, Wilson

UNIT OR TOPIC: Unit III Politics in America

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: 1. Analyze quotation "...not a dime's worth of difference between political parties...."	Student workbook - Analytical section entitled "Did you think..."
C. Graphic Interpretation: Interpret public opinion polls by examining questions and statements.	
D. Communication & Research Skills: 1. Develop reading comprehension by examining researching origins and development of political parties. 2. Organize and express ideas by proposing ways to increase voter participation. 3. Build vocabulary by identifying beginning terms in politics.	Student workbook "terms" section
E. Other Social Studies Skills:	

AP Gov't.

Major Topics
(Instructional Content)

IV. Analysis of Institution of government (leg., exec., and jud.), their distinct roles and their interdependence

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success
Learner Outcome Statements

a. Examine origins of Congress.
b. Outline the structure of Congress.
c. Analyze public opinion of Congress and formulate personal evaluation of Congess.
d. Identify legislators and compare and contrast political philosophies.
e. Analyze role of legislators.
f. Compare and contrast full-time legislatures and citizen legislatures.
g. Trace law making process - PROPOSE NEW LEGISLATION.
h. Analyze voting behavior of legislators.
i. Examine ethical problems confronting Congess.
j. Examine racial, religions, and economic make up of Congress.
k. Distinguish and evaluate the framers intentions when creating executive branch.
l. Trace the evolution of the executive branch with regard to legislative power.
m. Assess public opinion of the executive branch.

AP Gov't.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	11. Appreciate role and interaction of various individual, family, social, political, and economic groups.	n. Outline structure of the executive branch. o. Develop relationship between Article II of Constitution and current issues/events.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations.	p. Recognize origins of judicial review and its impact on judicial system. q. Evaluate three eras of Supreme Court influences on public policy.
	15. Pursue active civic responsibility.	r. Outline structure of federal court system.
	17. Analyze conflict and cooperation.	s. Compare and contrast strict vs. activist courts.
		t. Examine checks and balances
		u. Evaluate interdependence of three branches of government.
		v. Assess the influence of lobbyists on Congress.
		w. Assess the influence of the well-to-do and political PACTS on elected officials.
		x. Examine the role of caucuses with Congress, both political and etnic caucuses.
		y. Examine the relative amount of women's political power contrasted to that of men in the United States.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 15 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: *American Government*, Wilson

UNIT OR TOPIC: Unit IV Institution of Government

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Conclude likely voting habits of members of Congress based upon district constituency.	Congressional map of Indiana
B. **Critical Thinking Skills:** Analyze roles of American institutions of government	Student workbook "Did you think...?" section
C. **Graphic Interpretation:** Using maps and analyzing Congressional voting.	Congressional map of Indiana
D. **Communication & Research Skills:** 1. Organizing ideas in written form by assuming a a hypothetical international crisis. 2. Developing reading comprehension 3. Use reference books to locate specifics of court cases and their interpretation by Supreme Court.	Media Center
E. **Other Social Studies Skills:** Develop sense of order by learning law making process	

AP Gov't.

Major Topics
(Instructional Content)

V. Study of public policy and decision making including foreign, military, and economic policy issues.

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue an active civic responsibility.
17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast differernt governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success
Learner Outcome Statements

a. Define public agenda and analyze factors that place issues on public agenda.

b. Create issues to place on agenda and judge their political survivability based on factors mentioned in "a".

c. Identify federal agencies involved in setting public policy and evaluate their efficacy.

d. Examine federal government budgeting practices.

e. Compare and contrast powers and president and congress with regard to foreign affairs.

f. Evaluate the effect of public opinion on foreign affairs.

g. Analyze the "world view" concept of foreign affairs.

h. Identify the structure of the Defense Department.

i. State role of chairman of Joint Chiefs of Staff and propose expansion or limitations of that role.

j. Examine the placing of women and minorities in the various federal agencies and departments.

k. Analyze the Bureau of Indian affairs and study its history and actions regarding Native Americans.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ______
or
Approximate Amount of Class Time 6 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: American Government, Wilson

UNIT OR TOPIC: Unit V Public Policy and Decision Making

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Form conclusion about sources of public opinion and their affect on public policy.	
C. Graphic Interpretation: Analyze defense spending by examining structures of defense department	
D. Communication & Research Skills: 1. Organize and express ideas in written form by developing a public agenda and stating how issues get placed on agenda. 2. Develop reading comprehension by identifying federal agencies that influence decision making.	
E. Other Social Studies Skills:	

Major Topics (Instructional Content)

VI. Civil Rights and Liberty

Exit Outcomes (cont.)

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success Learner Outcome Statements

a. Trace the development and application of due process in history.

b. Develop definitions of "minority" and "majority."

c. Evaluate the relationship between majority rule and minority rights.

d. Examine relationship between the Bill of Rights and 14th Amendment.

e. Analyze Bill of Rights and propose additions or deletions.

f. Distinguish Supreme Court court cases that have identified civil rights/liberties and evaluate their effects.

g. Formulate a list of civil rights issues and possible solutions.

h. Trace the history of civil rights in the United States.

i. Compare civil rights to human rights.

j. Analyze the concept of equal opportunity with regard to education, employment, housing and economic status.

k. Identify key court cases that have particularly affected women's rights.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 10 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: American Government, Wilson

UNIT OR TOPIC: Unit VI Civil Rights and Liberties

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Evaluate due process procedures and its efficacy.	
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Use references to select civil liberties/rights case for project. 2. Organize and express specifics of case and analyze implications of decision on society. 3. Debate contemporary civil rights and liberties issues.	Media Center
E. Other Social Studies Skills:	

AP Gov't.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VII. Analysis of civil rights and liberties including historical and current issues	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Examine the intention of the 10th amendment, and why it has decreased in applicability. b. Compare and contrast roles of state officials with federal officials. c. Differentiate among the different structures of smaller local governments. d. Identify tax problems that states and cities face today and analyze the historical and political sources of those problems. e. Assess the political participation of minority and women at the local and state level in contrast to the federal level.
Exit Outcomes (cont.) 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.		

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 6 days

GRADE LEVEL OR SUBJECT: Advanced Placement Government

TEXT: American Government, Wilson

UNIT OR TOPIC: Unit VII State and Local Government

I. SKILLS USED A. Map Skills: Locate various functions of Indiana State government	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Field trip downtown Indianapolis
B. Critical Thinking Skills: 1. Analyze comparisons of state and federal officials 2. Formulate list of informal qualifications needed to be elected in Indiana	
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Organize and express ideas - prepare oral report on a local official.	Media Center
E. Other Social Studies Skills:	

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: United States Government (8976, 8956, 8936, 9826) L.D. Grade 12

Course Description: This course is for the student to understand the basic concepts and structure of federal, state, and local government. This practical course is designed to help the students understand government in the United States as it relates to their daily lives. Areas to be covered include the Constitution, citizenship, democracy, federalism, the three branches of government, and the election process.

Major Topics (Instructional Content)

I. Concepts of Government

- A. Forms of Government
- B. Basic concepts of Government

Exit Outcomes (Course Objectives)

Primary

4. Compare and contrast different governments/cultures/values and beliefs.
3. Develop basic geographic literacy.
2. Demonstrate knowledge of how our community/our state/our nation began.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Exit Outcomes (cont.)

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Identify various forms of government.
b. Compare and contrast the structure and leadership of various governmental forms.
c. Locate countries of the world that have different forms of government.
d. Discuss current events involving different forms of government.
e. Describe the purposes of government.
f. Trace the roots of representative democracy in the United States.
g. Explain the significance of the Magna Carta and ordered and limited government in our democracy.
h. Analyze why the United States needed to pass the 1964 Civil Rights Act and has continued to revise it.
i. Assess the effectiveness of participation by women and minorities in our forms of government.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 6 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: I. Concepts of Government

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various visuals as time permits
B. Critical Thinking Skills: Formulate an hypotheses of how a state (first form of government) originated among people.	
C. Graphic Interpretation: 1. Interpret B.C. cartoon on government 2. Read chart to understand the difference between parliamentary and presidential forms of government.	B.C. cartoon on government Chart: Parliamentary Government Presidential Government
D. Communication & Research Skills: 1. Simulation - City Council Necessity of compromise in democracy 2. Research main ideas and concepts of the unit. (writing assignment)	
E. Other Social Studies Skills:	

United States Gov't. (LD)

Major Topics (Instructional Content)

II. Creation of a Perfect Union

- A. Colonial Background
- B. Declaration of Independence
- C. Failure of Confederation
- D. Constitutional Convention
- E. Ratification of the Constitution

Exit Outcomes (cont.)

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Exit Outcomes (Course Objectives)

Primary

2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.

Indicators of Success Learner Outcome Statements

a. Compare and contrast the different types of colonial governments.
b. Locate the 13 original colonies on a map.
c. Identify each colony's form of government.
d. Review the problems with England that gave rise to colonial discontent.
e. Discover the significance of the Declaration of Independence in the formation of the United States of America.
f. Understand the strengths and weaknesses the new nation faced under the Articles of Confederation.
g. Discover the reasons for the Constitutional Convention.
h. Identify historical people and their roles at the Constitutional Convention.
i. Compare and contrast the issues confronting the delegates to the Constitutional Convention.
j. Identify the compromises reached at the Convention.
k. Examine the historical basis for ideas in the Constitution.
l. State the arguments for and against ratification of the U.S. Constitution.
m. Understand the addition of the Bill of Rights to the Constitution.
n. Analyze the original United States Constitution for its impact on women and minorities.
o. Assess the role and contributions of women and minorities in colonial period preceding the Declaration of Independence.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 7 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: II. Creation of a Perfect Union

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Find the original thirteen states on the map of the United States.	Video - "A More Perfect Union: America Becomes a Nation" The Constitutional Convention
B. Critical Thinking Skills: Predict the effect that the structure of our first state governments will have on the framers at the Constitutional Convention.	Map of the United States
C. Graphic Interpretation: Using the Chart on Ratification of the Constitution, explain why the ratification vote was close in some states but not in others.	Chart: Ratification of the Constitution
D. Communication & Research Skills: 1. Simulation - Mock Constitutional Convention Need for compromise to achieve the constitution 2. Research main ideas and concepts of the unit. (writing assignment)	
E. Other Social Studies Skills: Using England's Magna Carta, Petition of Rights (1628) and Bill of Rights (1689), interpret the effect they have on the foundations of American's government.	Copies: Magna Carta Petition of Rights (1628) Bill of rights (1689)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
III. The Constitution A. Basic Principles B. Changing the Constitution	Primary 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. Secondary 1. Exhibit what we mean when we exhibit patriotism and citizenship. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups.	a. Examine the basic principles that form the basis of the U.S. Constitution. b. Understand the basic structure of the Constitution. c. Identify various ways the Constitution can be changed. d. Note the importance of a "flexible" Constitution. e. Compare the Constitutional amendments in the framework of national concerns in our history. f. Examine components of the Constitution that have played a significant part in protecting the rights of women and minorities. g. Analyze key Supreme Court cases impacting on constitutional rights of women and minorities.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 5 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: III. The Constitution

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Form a conclusion on why ratifying a Constitutional amendment by state legislatures is undemocratic but has been the method used to ratify the twenty-five of twenty-six amendments.	Film (2047) "The Living Constitution" Film (1531) "Focus on the Constitution: The Amendments"
C. Graphic Interpretation: Formulate an understanding of the check and balance system by interpreting the charts on the major features of the check and balance system.	Statistical Abstract of the United States Congressional Record Congressional Directory
D. Communication & Research Skills: Research main ideas and concepts of the unit. (writing assignment)	Chart: Major Features of the American System of Checks and Balances
E. Other Social Studies Skills: Research primary government sources of government activity, such as the Statistical Abstract of the United States, Congressional Record, and the Congressional Directory.	Video: "The Constitution at 200: Why Does It Still Work?"

United States Gov't. (LD)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. Federalism		
A. Division of Powers B. Supreme Law of the Land	1. Explain what we mean when we exhibit patriotism and citizenship.	a. Display an understanding of the principle of of division of powers between the Federal and State government.
C. National-State relations	4. Compare and contrast different governments/cultures/values and beliefs.	b. Understand the hierarchy of federalism.
	5. Exhibit an understanding of interdependence and demonstrate global awareness.	c. Develop concepts of expressed powers and reserved powers.
	7. Explain essential characteristics of local, state, and national government.	d. Discover why the U.S. Supreme Court is the "Umpire" of federalism.
	8. Understand Social Studies terms/concepts.	e. Examine checks and balances in our federal system.
	9. Develop higher level thinking skills.	f. Discover ways the federal government helps the state governments and vice versa.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	g. Explain why state governments have to try certain cases before such cases can go to the federal level.
	15. Pursue active civic responsibility.	h. Examine the laws of various states having to do with equality of opportunity for women and minorities.
	17. Analyze conflict and cooperation.	

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OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 5 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: IV. Federalism

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Identify the United States Territorial Expansion by methods of acquiring the land on a map of the United States.	Map: Territorial Expansion of the United States
B. Critical Thinking Skills: Predict the effect Federalism has on the concept of Limited Government. Analyze how Federalism encourages local choice in government.	Film (1530) "Focus on the Constitution: Federalism"
C. Graphic Interpretation: Recognize Indiana's position among the states in regard to tax dollars paid and aid money received from Federal government.	Chart: Federal Grant-In-Aid to State and Local Government
D. Communication & Research Skills: Research main ideas and concepts of the unit. (writing assignment)	
E. Other Social Studies Skills: Using England's Magna Carta, Petition of Rights (1628) and Bill of Rights (1689), interpret the effect they have on the foundations of American's government.	Copies: Magna Carta Petition of Rights (1628) Bill of rights (1689)

United States Gov't. (LD)

Major Topics (Instructional Content)

V. Civil Rights

A. System of Civil Rights
B. Freedom of Expression
C. Freedom of Religion
D. Freedom of Speech and Press
E. Freedom of Assembly and Petition
F. Due Process of Law
G. Right to Freedom and Security of the Person
H. Rights of the Accused
I. Equality before the Law

Exit Outcomes (Course Objectives)

Primary

4. Compare and contrast different governments/cultures/values and beliefs.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political, and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit partiotism and citizenship.

Exit Outcomes (cont.)

5. Exhibit an understanding of interdependence and demonstrate global awareness.

7. Explore essential characteristics of local, state and national government.

Indicators of Success Learner Outcome Statements

a. Compare and contrast guaranteed rights of U.S. citizens and those of aliens.

b. Trace the civil rights movement from the beginning of the U.S. to the present.

c. List changes to the U.S. Constitution as a result of the fight for civil rights.

d. Examine individual rights guaranteed by the Bill of Rights.

e. Analyze cases based on Bill of Rights and U.S. Supreme Court decisions.

f. Assess the extent to which the civil rights of minorities and women have been protected in our country.

g. Analyze women's rights cases upheld by the Supreme Court.

h. Examine civil rights cases that have had to due with race, national origin, handicap and/or religion.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 12 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: V. Civil Rights

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Formulate why civil rights are relative and not absolute. Analyze a comparison of the Supreme Court ruling toward the establishment of religion in regard to public education and government. Decide if affirmative action is reverse discrimination.	Video: "A More Perfect Union:" Series Numbers 1,2,3A,4C,5B&C,6A&B,8B
C. Graphic Interpretation: 1. Interpreting the graph "Nationalization of the Bill of Rights", determine which amendments in the Bill of Rights have been applied to the 14th Amendment's Due Process Clause.	Chart: Nationalization of the Bill of Rights
D. Communication & Research Skills: 1. Debate on gun control by either state and local government or Federal government OR Does the 9th Amendment include the right to privacy?	
E. Other Social Studies Skills: 1. Develop a chronological timeline of each right in the Bill of Rights through English and American history.	

Major Topics
(Instructional Content)

VI. American Politics

- A. Political Parties
- B. Two Party System
- C. Minor Parties
- D. Suffrage and Voter Qualifications
- E. Elections

Exit Outcomes (cont.)

16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Secondary

3. Develop basic geographic literature.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Exit Outcomes
(Course Objectives)

Primary

1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explore essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue an active civic responsibility.

Indicators of Success
Learner Outcome Statements

a. Trace the development of political parties in American government.

b. Discover the importance of political parties in our representative democracy.

c. Identify the role of politics in government.

d. Compare and contrast the multiparty and 2 party systems.

e. Discover the role of minor political parties.

f. Trace the development of suffrage historically.

g. Describe present voter qualifications nationally and in Indiana.

h. Research the most recent or current elections.

i. Analyze all levels of elective offices in the current year and understand the duties and qualifications of the office and candidates.

j. Demonstrate proficiency in using a voting machine.

k. Vote in a mock election.

l. Assess the degree of participation of women and minorities in American politics.

m. Debate whether it is possible to elect a women or a non-white male as president.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 14 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: VI. American Politics

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Find your home precinct on a map of Marion County Precincts.	Map: Marion County Political Precincts
B. Critical Thinking Skills: 1. Assess our system of constitutional government's ability to limit the power of public opinion. 2. Identify how minor parties may effect political thinking and the outcome of the election.	Video: "The Media and Politics" (Newsweek)
C. Graphic Interpretation: 1. Using a chart of Gallup's Polls National Sample, identify the agents of political socialization. 2. Trace the flow of power through a chart of Political Party Organization.	Chart: Gallup Poll National Sample Chart: Political Party Organization
D. Communication & Research Skills: 1. Simulation - Use the Five Basic Steps of Scientific Polling to sample the class and check the entire class to see if the process gives exact information. 2. Research main ideas and concepts of the Unit. (written assignment)	Video of Campaign Statements Operational Voting Machine
E. Other Social Studies Skills: 1. Take campaign statements, apply them to the proper category of propaganda and distinguish what factual information is provided.	Video: (movie) "The Candidate"

United States Gov't. (LD)

Major Topics
(Instructional Content)

VII. Congress: The Legislative Branch

- A. The Terms and Sessions
- B. House of Representatives
- C. The Senate
- D. Organization of Congress
- E. Committee System
- F. How a bill becomes a law
- G. Powers of Congress

Exit Outcomes (cont.)

5. Exhibit an understanding of interdependence and demonstrate global awareness.

6. Examine the role of famous men and women in history from various ethnic groups.

12.8

Exit Outcomes
(Course Objectives)

Primary

7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.

Indicators of Success
Learner Outcome Statements

a. Describe the terms and sessions for both Houses of Congress.
b. List and compare qualifications of House and Senate members.
c. Describe the size and basis of electing members of Congress.
d. Understand redistricting and the decennial census in the formation of Congressional districts.
e. Compare and contrast the duties of each House of Congress.
f. Explore the organization of each House of Congress.
g. List compensations for members of Congress.
h. Understand the committee system.
i. Trace the evolution of a bill to a law.
j. Identify the joint and special powers of each House of Congress.
k. Examine the role of minority caucuses (Black & Hispanic in Congress.
l. Analyze the participation of women in the House and Senate.
m. Trace the evolution and passage of the Civil Rights Act of 1964.

12.9

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 11 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: VII. The Legislative Branch

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locate the ten congressional districts of Indiana on a map of Indiana. 2. Formulate a definition of political gerry mandering by analyzing a map of Marion County with the outline of Congressional Districts.	Map: Indiana-U.S. Congressional Districts Map: Marion Co.-U.S. Congressional Districts
B. Critical Thinking Skills: Discuss if raising the pay of Congressmen would improve the performance of Congress and attract more qualified candidates for Congress.	Video: The Congress
C. Graphic Interpretation: Follow the progress of a congressional bill through a chart of "How a Bill Becomes a Law"	Chart: How a Bill Becomes a Law.
D. Communication & Research Skills: 1. Simulation - Mock Congress Pass own bills through the legislative process to become laws. 2. Research the main ideas and concepts of the unit (writing assignment)	Video: Time Congress: What it is, How it works, How it affects you
E. Other Social Studies Skills: Class assignment to write your congressman on a particular issue - with proper address.	Video: Movie - "Advise and Consent"

Unite States Gov't. (LD)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VIII. Presidency: The Executive Branch A. The Presidency B. Presidential Succession C. Vice Presidency D. The Cabinet E. Powers of the Presidency F. Federal Bureaucracy Executive Department Independent Agencies G. Federal Finance Exit Outcomes (cont.) 17. Analyze conflict and cooperation.	Primary 5. Exhibit an understanding of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state, and natural government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment.	a. Name and describe the various roles of the president. b. Identify the qualifications, term, and compensation of the presidency. c. Trace the order of succession to the presidency. d. Understand the Constitutional and informal duties of the vice president. e. Research the method by which the president is nominated and elected (Electoral College). f. Examine the cabinet, members, and their responsibilities. g. Use the library to research the current head of each cabinet department and the chronological order that each department was established. h. Describe the presidential powers. i. Examine current publications, synthesize and classify material by duty(s) and/or powers. j. Identify the various positions and duties in the Executive Office. k. Compare the independent agencies of the Federal government and their relationship to the presidency. l. Describe sources of Federal financing. m. Examine Democrat and Republican administrations for their civil rights enforcement and advocacy.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 13 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: VIII. Presidency: The Executive Branch

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Summarize the smallest number of states that a candidate would have to carry in a presidential election to gain a majority in the electoral college.	Film (1532) "Focus on the Constitution: The Presidency"
B. Critical Thinking Skills: 1. Generalize the basic flaws in the electoral college method of electing our president and form a new system that would be possible but would correct these flaws. 2. Analyze why the Presidency has gained power throughout history.	Video (5031) National Geographic Society Branches of Government Series: The Executive Branch
C. Graphic Interpretation: Using the chart Federal Spending, Fiscal Year 1985-89, conclude which areas of the executive branch of government has had the greatest increase in spending in the last five years.	Map with the electoral vote of each state Chart: Federal Spending Fiscal Years 1985-1989
D. Communication & Research Skills: 1. Simulation - Mock National Nominating Convention 2. Written activity - decide what executive agency of what executive department you would go to, to find a solution to a practical problem. 3. Research main ideas and concepts of the unit. (writing assignment)	Video: (Movie) "The Best Man"
E. Other Social Studies Skills:	Video: (Movie) "Missiles of October"

United States Gov't. (LD)

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IX. The Federal Courts: The Judicial Branch A. Constitutional Courts B. Judges Exit Outcomes (cont.) 6. Examine the role of famous men and women in history from various ethnic groups.	Primary 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. Secondary 1. Explain what we mean when we exhibit patriotism and citizenship. 3. Develop basic geographic literacy.	a. Understand the types of cases involved with the federal court system. b. Construct a chart showing the hierarchy of the federal courts. c. Explain the three levels, of the federal & judicial system and how a case may be appealed. d. Discuss federal judgeships; appointment, term and compensation. e. Identify the members of the Supreme Court. f. Develop an understanding of how the Supreme Court's interpretation of the constitution has changed the laws of the U.S. throughout history. g. Examine key supreme court cases impacting on women and minorities. h. Assess the opinions of Supreme Court Justice Thurgood Marshall in cases having to do with civil rights. i. Assess the opinions of Supreme Court Justice Sandra Day O'Connor in cases having to do with women's rights. j. Compare court cases and judgements in cases in which white and non-white were tried for the same crime.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 13 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: IX. Federal Courts: The Judicial Branch

I. SKILLS USED A. Map Skills: Identify what Federal District and what Judicial Court Indiana is part of in the Federal Court System.	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Video: (5032) National Geographic Society Branches of Government Series: "The Judicial Branch"
B. Critical Thinking Skills: 1. Form a conclusion of what characteristics a judicial system would need in order to achieve "equal justice for all."	Video: "This Honorable Court: Inside the Supreme Court"
C. Graphic Interpretation: Compare how Constitutional Courts and Special Courts fit into the entire federal Judicial System.	Map: Federal Judicial Districts and Circuits Chart: Federal Court System
D. Communication & Research Skills: 1. Simulation - Mock Trial U.S. District Court Civil Rights Case 2. Research main ideas and concepts of the unit. (writing assignment)	Video: (Movie) "The First Monday in October"
E. Other Social Studies Skills:	Video: (Movie) "Twelve Angry Men"

Major Topics
(Instructional Content)

X. State and Local Government
   - A. State Constitutions
   - B. State Legislators
   - C. Governors and State Administrations
   - D. State Court Systems

Exit Outcomes (cont.)

17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state and national government.
8. Understate Social Studies terms/concepts.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.

Indicators of Success
Learner Outcome Statements

a. Understand the role of state government under the federal system.
b. Compare and contrast state constitutions with the U.S. Constitution.
c. Understand the powers reserved for the states.
d. Review how states and the federal government work together to solve problems.
e. Compare the structure and duties of the states' legislatures with the federal legislature.
f. Compare the structure and duties of the States' Executive Branch with the Federal Executive Branch of government.
g. Examine differences between elective and appointed office in the state and federal Executive Branches of government.
h. Explain the difference between state criminal and civil courts and types of cases involved in each.
i. Construct a chart comparing the hierarchy of the federal and state court systems.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
		j. Note what types of state cases can be appealed to the U.S. Supreme Court.
		k. Examine actual cases/decisions handed down by the U.S. Supreme Court that came from state trials.
		l. Note general similarities and differences in local/state government structure.
		m. Display knowledge about local government jurisdiction of county and city government.
		n. Research local agencies and services provided by local government and community organizations.
		o. Compare and contrast local criminal and civil courts with state courts.
		p. Understand small claims and traffic courts then compare them with other local civil courts.
		q. Identify sources of funding for state and local government.
		r. Assess the impact of local state and federal courts on minorities and women.
		s. Analyze the response of our courts to a culturally pluralistic society.
		t. Examine key cases at the local state and federal level having to do with civil rights.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 7 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: X. State and Local Government

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate the counties of Indiana on an Indiana map	Map of Indiana
B. Critical Thinking Skills: Analyze/Question - Lord Bryce (1888) "This legislature is so much the strongest force in the several states that we may almost call it the government and ignore all other authorities." Does this statement apply to Indiana State Government?	Here is Your Indiana Government (Indiana Chamber of Commerce)
C. Graphic Interpretation: 1. Follow person accused of a crime through the chart on the Criminal Justice System of the State's Police Power. 2. Compare Marion County government and Unigov with the Typical County Government.	Chart: A General View of the Criminal Justice System Chart: Unigov Chart: Typical County Government
D. Communication & Research Skills: 1. Compare and Analyze the Constitution of Indiana with the Constitution of the United States. 2. Debate on state lotteries, for or against. 3. Research the main ideas and concepts of the unit. (written assignment)	Filmstrip and Cassette: Local Government and the Individual
E. Other Social Studies Skills: 1. Letter writing or phone calls to state legislators on state and local issues. 2. Visit State Legislature while in session. 3. Work in a local election campaign.	

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: United States Government (8706) Grade 12

Course Description: United States government deals with national, state, and local government. The following topics are studied; Concepts of government, world political systems, the Constitution, civil rights, American politics, the three branches of governments (legislative, executive, judicial) and state and local government. United States government is required for graduation.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. Concepts of Government A. Origins of the state B. Forms of government C. Basic concepts of democracy D. Political-Economic Systems 1. Capitalism 2. Socialism 3. Communism	Primary 4. Compare and contrast different governments/cultures/values/and beliefs. 2. Demonstrate knowledge of how our community/our state/our nation began. 7. Explain essential characteristics of local, state, and national government. 8. Understand social studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to various individuals, states and nations.	a. Name the characteristics of a basic political unit called the state. b. Explain and contrast the different relation ships between the executive and legislative branches of government in presidential and parliamentary governments. c. Show that compromise is the method in a democracy, used to find satisfactory solutions to the problem that is most acceptable to the largest number of people by solving actual controversial questions by using the compromise method. d. Explain and name the main factors of a capitalist society. e. Distinguish between majority rule and minority rights. f. Assess the effectiveness of the participation in our democracy by minorities and women. g. Analyze key Supreme Court cases granting minorities protection against the actions of the state.

United States Gov't.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	Secondary 1. Explain what we mean when we exhibit patriotism and citizenship. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 6 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: I. Concepts of Government

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Various visuals as time permits
B. Critical Thinking Skills: Formulate an hypotheses of how a state (first form of government) originated among people.	
C. Graphic Interpretation: 1. Interpret B.C. cartoon on government 2. Read chart to understand the difference between parliamentary and presidential forms of government.	B.C. cartoon on government Chart: Parliamentary Government Presidential Government
D. Communication & Research Skills: 1. Simulation - City Council Necessity of compromise in democracy 2. Research main ideas and concepts of the unit. (writing assignment)	
E. Other Social Studies Skills:	

United States Gov't.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
II. Creation of a Perfect Union A. Colonial Background B. Declaration of Independence C. Formation of State Governments D. Failure of Confederation E. Constitutional Convention F. Ratification of The Constitution Exit Outcomes (cont.) 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	Primary 2. Demonstrate knowledge of how our community/our state/our nation began. 4. Compare and contrast different governments/cultures/values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand social studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation. Secondary 1. Explain what we mean when we exhibit patriotism and citizenship.	a. Define the political process of self determination and explain its place with examples, in the Declaration of Independence. b. Define a confederation form of government and show practical example how weaknesses of this system can lead to the failure of a government. c. Evaluate the contribution of the men at the Constitutional Convention and explain what the contribution was. d. Show the use of compromise in the Constitutional Convention by showing how the Great Compromise and Commerce Compromise at the convention affect the finished product, the Constitution of the United States. e. Assess the impact of the original constitution on the rights of women and non-whites. f. Analyze the effect that the Bill of Rights had on the civil rights of women and minorities.

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OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 7 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: II. Creation of a Perfect Union

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Find the original thirteen states on the map of the United States.	Video - "A More Perfect Union: America Becomes a Nation" The Constitutional Convention
B. Critical Thinking Skills: Predict the effect that the structure of our first state governments will have on the framers at the Constitutional Convention.	Map of the United States
C. Graphic Interpretation: Using the Chart on Ratification of the Constitution, explain why the ratification vote was close in some states but not in others.	Chart: Ratification of the Constitution
D. Communication & Research Skills: 1. Simulation - Mock Constitutional Convention Need for compromise to achieve the constitution 2. Research main ideas and concepts of the unit. (writing assignment)	
E. Other Social Studies Skills: Using England's Magna Carta, Petition of Rights (1628) and Bill of Rights (1689), interpret the effect they have on the foundations of American's government.	Copies: Magna Carta Petition of Rights (1628) Bill of rights (1689)

United States Gov't.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
III. The Constitution A. Basic principles B. Changing the Constitution	Primary 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand social studies terms/ concepts. 13. Establish an awareness of current issues and events and their relationship to various individuals, states and nations. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation. Secondary 1. Explain what we mean when we exhibit patriotism and citizenship. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups.	a. Explain why the Constitution is the supreme law of the land in our system of government. b. Define limited government and explain why it is a basic principle in our constitutional system of government. c. Explain the principle of separation of power and explain how the constitution creates a government of checks and balances with practical examples of how each branch may check the other two branches of government. d. Explain federalism as a system of government. e. Discuss the four ways that a formal amendment can be ratified at the state level. f. Place constitutional amendments in the proper groups, such as Bill of Rights. g. Examine the amendments to the constitution that were made after passage of the Bill of Rights and assess their impact on minorities and women. h. Analyze key Supreme Court cases pertaining to the concept of equal opportunity, equal protection under the law and equal treatment and justice.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 5 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: III. The Constitution

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Form a conclusion on why ratifying a Constitutional amendment by state legislatures is undemocratic but has been the method used to ratify the twenty-five of twenty-six amendments.	Film (2047)"The Living Constitution" Film (1531)"Focus on the Constitution: The Amendments"
C. Graphic Interpretation: Formulate an understanding of the check and balance system by interpreting the charts on the major features of the check and balance system.	Statistical Abstract of the United States Congressional Record Congressional Directory
D. Communication & Research Skills: Research main ideas and concepts of the unit. (writing assignment)	Chart: Major Features of the American System of Checks and Balances
E. Other Social Studies Skills: Research primary government sources of government activity, such as the Statistical Abstract of the United States, Congressional Record, and the Congressional Directory	Video: "The Constitution at 200: Why Does It Still Work?"

United States Gov't.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. Federalism A. Division of Powers B. Supreme Law of the Land C. National-State Relations D. Cooperative Federalism E. Interstate Relations F. Admission of New States	1. Explain what we mean when we exhibit patriotism and citizenship. 4. Compare and contrast different governments/cultures/values/ and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 7. Explain essential characteristics of local, state, and national government. 8. Understand social studies terms/ concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to various individuals, states and nations. 15. Pursue active civic responsibility. 17. Analyze conflict and cooperation.	a. Define and give examples of delegated, reserval, and concurrent powers. b. Define and give examples of expressed, implied, and inherent powers. c. Explain why flexibility of the government makes the implied power of the national government the most often used powers. d. Show the relationship between the supreme law of the land, the Constitution, and national supremacy. e. Understand interstate relations by defining Full Faith and Credit and Privileges and Immunities and then give practical examples of each. f. Analyze executive orders given by President Lyndon B. Johnson and their impact on minorities and women. g. Examine recent key Supreme Court cases and how they affect the rights of women and minorities. h. Defend the concept of "protected group" status given to certain groups of people due to race, sex, national origin and socio-economic status.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 5 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: IV. Federalism

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Identify the United States Territorial Expansion by methods of acquiring the land on a map of the United States.	Map: Territorial Expansion of the United States
B. Critical Thinking Skills: Predict the effect Federalism has on the concept of Limited Government. Analyze how Federalism encourages local choice in government.	Film (1530) "Focus on the Constitution: Federalism"
C. Graphic Interpretation: Recognize Indiana's position among the states in regard to tax dollars paid and aid money received from Federal government.	Chart: Federal Grant-In-Aid to State and Local Government
D. Communication & Research Skills: Research main ideas and concepts of the unit. (writing assignment)	
E. Other Social Studies Skills: Using England's Magna Carta, Petition of Rights (1628) and Bill of Rights (1689), interpret the effect they have on the foundations of American's government.	Copies: Magna Carta Petition of Rights (1628) Bill of rights (1689)

Major Topics
(Instructional Content)

V. Civil Rights

- A. System of Civil Rights
- B. Freedom of Expression
- C. Freedom of Religion
- D. Freedom of Speech and Press
- E. Freedom of Assembly and Petition.
- F. Due Process of Law
- G. Right to Freedom and Security of the person.
- H. Rights of a person accused of a crime.
- I. Equality before the law.

Exit Outcomes (cont.)

5. Exhibit an understanding of interdependence and demonstrate global awareness.

7. Explain essential characteristics of local, state and national government.

Exit Outcomes
(Course Objectives)

Primary

4. Compare and contrast different governments/cultures/values and beliefs.
8. Understand social studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.

Indicators of Success
Learner Outcome Statements

a. Explain why civil rights are not absolute and give practical examples.
b. Define freedom of expression by listing the five rights guaranteed in the First Admendment.
c. Define due process and give practice examples of how our government carries out this basic right.
d. List practical examples of the state's police power.
e. Define a reasonable search by listing the two constitutional requirements for a legal search warrant.
f. Define the Writ of Habeas Corpus and explain the importance of this civil right.
g. Apply the 5th and 6th amendment rights to show how they protect the interest of a person accused of a crime.
h. Define the Miranda Rule and explain it's role in civil rights.
i. Explain how the 14th Amendment applies the basic equal protection of the law to both the national government and states.
j. Define affirmative action and express an opinion as to the rightness or wrongness of the course of action.
k. Analyze key Supreme Court cases pertaining to the issues in a-j above.
l. Assess equality of opportunity for minorities and women in our society.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 12 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: V. Civil Rights

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: Formulate why civil rights are relative and not absolute. Analyze a comparison of the Supreme Court ruling toward the establishment of religion in regard to public education and government. Decide if affirmative action is reverse discrimination.	Video: "A More Perfect Union:" Series Numbers 1,2,3A,4C,5B&C,6A&B,8B
C. Graphic Interpretation: 1. Interpreting the graph "Nationalization of the Bill of Rights", determine which amendments in the Bill of Rights have been applied to the 14th Amendment's Due Process Clause.	Chart: Nationalization of the Bill of Rights
D. Communication & Research Skills: 1. Debate on gun control by either state and local government or Federal government OR Does the 9th Amendment include the right to privacy?	Supreme Court cases
E. Other Social Studies Skills: 1. Develop a chronological timeline of each right in the Bill of Rights through English and American history.	

United States Gov't.

Major Topic
(Instructional Content)

VI. American Politics

- A. Public Opinion
- B. Pressure Groups
- C. Political Parties
- D. Two Party System
- E. Minor Parties
- F. Party Organization
- G. Suffrage and Voter Qualifications.
- H. Voting Behavior
- I. Nominating Process
- J. Elections

Exit Outcomes
(Course Objectives)

Primary

15. Pursue active civic responsibility.
1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand social studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Explain political socialization and give examples of the agents that effect this process.

b. Understand the importance of mass media to politics by listing the most effective methods and explain how they effect voter's thinking.

c. Explain sampling and polling as political tools and practical polling activities to prove the accuracy of this method of public opinion predicting.

d. Compare and contrast pressure groups and political parties.

e. Analyze how propaganda works and why it is an effective tool of pressure groups.

f. List the advantages of the two party system.

g. List the four basic types of minor parties that exist in our political system.

h. Explain how constitutional amendments have broadened suffrage.

i. List the four requirements to vote in most states.

j. Explain the five methods of nominating candidates in our political system especially the national nominating convention and direct primary.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	16. Encourage positive human interaction with the environment.	k. Define and give the advantages of the various ballots used American elections.
	17. Analyze conflict and cooperation.	l. Analyze why all United States presidents have been white males.
	Secondary	m. Assess the extent of political participation by minorities and women.
	3. Develop basic geographic literacy.	
	5. Exhibit an understanding of interdependence and demonstrate global awareness.	
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ________
or
Approximate Amount of Class Time 14 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: VI. American Politics

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Find your home precinct on a map of Marion County Precincts.	Map: Marion County Political Precincts
B. Critical Thinking Skills: 1. Assess our system of constitutional government's ability to limit the power of public opinion. 2. Identify how minor parties may effect political thinking and the outcome of the election.	Video: "The Media and Politics" (Newsweek)
C. Graphic Interpretation: 1. Using a chart of Gallup's Polls National Sample, identify the agents of political socialization. 2. Trace the flow of power through a chart of Political Party Organization.	Chart: Gallup Poll National Sample Chart: Political Party Organization
D. Communication & Research Skills: 1. Simulation - Use the Five Basic Steps of Scientific Polling to sample the class and check the entire class to see if the process gives exact information. 2. Research main ideas and concepts of the Unit. (written assignment)	Video of Campaign Statements Operational Voting Machine
E. Other Social Studies Skills: 1. Take campaign statements, apply them to the proper category of propaganda and distinguish what factual information is provided.	Video: (movie) "The Candidate"

Major Topics
(Instructional Content)

VII. Congress:

The Legislative Branch
- A. Congress
  Terms & Sessions
- B. House of Representatives.
- C. The Senate
- D. Jobs of Congressmen
- E. Organization of Congress
- F. Committee System
- G. How a Bill Becomes A Law
- H. Powers of Congress
  1. Expressed
  2. Implied
  3. Nonlegislative

Exit Outcomes (cont.)

3. Develop basic geographic literacy.

5. Exhibit an understanding of interdependence and demonstrate global awareness.

6. Examine the role of famous men and women in history from various ethnic groups.

Exit Outcomes
(Course Objectives)

Primary

7. Explain essential characteristics of local, state, and national government.
8. Understand social studies terms/ concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.

Indicators of Success
Learner Outcome Statements

a. Define a bicameral legislature.

b. Explain reapportionment, its dependence on the Census, and how it effects Congressional Districts.

c. Compare and contrast the House of Representatives and the Senate in qualifications, terms, duties, and leadership.

d. Debate the good and bad of the seniority rule.

e. Explain the different types of committees used in the Congress.

f. Explain the four possible actions a president might take on a bill passed by Congress.

g. Explain the two methods of becoming a citizen according to the Constitution.

h. Outline the electoral powers of the House and Senate.

i. Defend the power of the President to issue executive orders which have the weight of law.

j. Define majority rule and minority rights.

k. Assess the role of women and minorities in the United States government.

l. Assess the effectiveness of the programs that prepare non-citizens to become citizens.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 11 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: VII. The Legislative Branch

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: 1. Locate the ten congressional districts of Indiana on a map of Indiana. 2. Formulate a definition of political gerry mandering by analyzing a map of Marion County with the outline of Congressional Districts.	Map: Indiana-U.S. Congressional Districts Map: Marion Co.-U.S. Congressional Districts
B. Critical Thinking Skills: Discuss if raising the pay of Congressmen would improve the performance of Congress and attract more qualified candidates for Congress.	Video: The Congress
C. Graphic Interpretation: Follow the progress of a congressional bill through a chart of "How a Bill Becomes a Law"	Chart: How a Bill Becomes a Law.
D. Communication & Research Skills: 1. Simulation - Mock Congress Pass own bills through the legislative process to become laws. 2. Research the main ideas and concepts of the unit (writing assignment)	Video: Time Congress: What it is, How it works, How it affects you
E. Other Social Studies Skills: Class assignment to write your congressman on a particular issue - with proper address.	Video: Movie - "Advise and Consent"

Major Topics (Instructional Content)

VIII. Presidency: The Executive Branch
- A. The Presidency
- B. Presidential Succession
- C. Vice President
- D. Presidential Nomination and Election
- E. Executive Office of the President
- F. The Cabinet
- G. Powers of the Presidency
- H. Federal Bureaucracy
  - 1. Executive Departments
  - 2. Independent Agencies
- I. Civil Service
- J. Federal Finance
- K. Foreign Policy
- L. Department of State
- M. Department of Defense
- N. United Nations

Exit Outcomes (Course Objectives)

Primary

7. Explain essential characteristics of local, state, and national government.
8. Understand social studies terms/concepts.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.

Exit Outcomes (cont.)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women of various ethnic groups.

Indicators of Success Learner Outcome Statements

a. Contrast the President's constitutional roles from his other roles.
b. Explain how constitutional amendment and federal legislation has established tenure, and succession to the presidency.
c. List the two main functions of a National Convention.
d. Analyze the electoral college as to purpose and function and suggest improvements to the system.
e. List the agencies of the Executive Office of the president.
f. Explain the makeup and duties of the president's Cabinet.
g. List and explain the main powers of the president.
h. Define bureaucracy and outline the types of agencies that make up the Executive Branch.
i. Explain the five types of federal taxes.
j. Name the main agencies of the executive branch that deal with American Foreign Policy.
k. Explain how civilian control of the military works in our government and justify it as a principle of government.
l. Analyze why all presidents have been white and male.
m. Evaluate the power of the President to issue executive orders.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 13 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: VIII. Presidency: The Executive Branch

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Summarize the smallest number of states that a candidate would have to carry in a presidential election to gain a majority in the electoral college.	Film (1532) "Focus on the Constitution: The Presidency"
B. Critical Thinking Skills: 1. Generalize the basic flaws in the electoral college method of electing our president and form a new system that would be possible but would correct these flaws. 2. Analyze why the Presidency has gained power throughout history.	Video (5031) National Geographic Society Branches of Government Series: The Executive Branch
C. Graphic Interpretation: Using the chart Federal Spending, Fiscal Year 1985-89, conclude which areas of the executive branch of government has had the greatest increase in spending in the last five years.	Map with the electoral vote of each state Chart: Federal Spending Fiscal Years 1985-1989
D. Communication & Research Skills: 1. Simulation - Mock National Nominating Convention 2. Written activity - decide what executive agency of what executive department you would go to, to find a solution to a practical problem. 3. Research main ideas and concepts of the unit. (writing assignment)	Video: (Movie) "The Best Man"
E. Other Social Studies Skills:	Video: (Movie) "Missiles of October"

United States Gov't.

Major Topics
(Instructional Content)

IX. The Federal Courts:

The Judicial Branch

A. Constitutional Courts

B. Special Courts

C. Judges

D. Administration of Justice

Exit Outcomes (cont.)

3. Develop basic geographic literacy.

6. Examine the role of famous men and women in history from various ethnic groups.

Exit Outcomes
(Course Objectives)

Primary

4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand social studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
15. Pursue active civic responsibility.
17. Analyze conflict and cooperation.

Secondary

1. Explain what we mean when we exhibit patriotism and citizenship.

Indicators of Success
Learner Outcome Statements

a. Analyze and explain the phrase "equal justice in the law."
b. Explain subject matter jurisdiction of the federal courts with examples.
c. Outline the organization of the federal court system, including types of courts and kinds of jurisdiction.
d. Explain the principle of judicial review and its importance to the check and balance system.
e. Describe the duties, activities, and terms of federal judges.
f. Contrast Constitutional Courts and Special Courts in the federal system and list the only court named in the constitution.
g. Define majority, dissenting and concurring opinions.
h. Explain the general responsibilities of the Department of Justice.
i. Assess the effectiveness of the Department of Justice in defending and protecting the civil rights of women and minorities.
j. Anlayze key Supreme Court cases pertaining to equal protection under the law.
k. Examine the duty and function of the office of Civil Rights under the Department of Justice.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 13 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: IX. Federal Courts: The Judicial Branch

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Identify what Federal District and what Judicial Court Indiana is part of in the Federal Court System.	Video: (5032) National Geographic Society Branches of Government Series: "The Judicial Branch"
B. Critical Thinking Skills: 1. Form a conclusion of what characteristics a judicial system would need in order to achieve "equal justice for all."	Video: "This Honorable Court: Inside the Supreme Court"
C. Graphic Interpretation: Compare how Constitutional Courts and Special Courts fit into the entire federal Judicial System.	Map: Federal Judicial Districts and Circuits Chart: Federal Court System
D. Communication & Research Skills: 1. Simulation - Mock Trial U.S. District Court Civil Rights Case 2. Research main ideas and concepts of the unit. (writing assignment)	Video: (Movie) "The First Monday in October"
E. Other Social Studies Skills:	Video: (Movie) "Twelve Angry Men"

12.4

12.5

Major Topics (Instructional Content)

X. State and Local Government

- A. State Constitutions
- B. State Legislatures
- C. Governors and State Administrations
- D. State Court Systens
- E. Local Government
- F. Financing State and Local Goverment

Exit Outcomes (Course Objectives)

7. Explain essential characteristics of local, state, and national government.
1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
8. Understand Social Studies terms/concepts.
15. Pursue active civic responsibility.

Secondary

3. Develop basic geographic literacy.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success Learner Outcome Statements

a. Compare and contrast the state Constitution with the Constitution of the United States.

b. Compare and constrast the structure, term, and operation of the General Assembly with the Congress of the United States.

c. List the qualifications, term and powers of the governor of the state.

d. Outline the executive officials in state government and give the duties of each.

e. Outline the state court system.

f. Explain the difference between federal jurisdiction and state jurisdiction.

g. List the main components of local government.

h. List the three main sources of revenue in the state and local tax systems.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 7 days

GRADE LEVEL OR SUBJECT: Government

TEXT: Magruder's American Government

UNIT OR TOPIC: X. State and Local Government

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Locate the counties of Indiana on an Indiana map	Map of Indiana
B. Critical Thinking Skills: Analyze/Question - Lord Bryce (1888) "This legislature is so much the strongest force in the several states that we may almost call it the government and ignore all other authorities." Does this statement apply to Indiana State Government?	Here is Your Indiana Government (Indiana Chamber of Commerce)
C. Graphic Interpretation: 1. Follow person accused of a crime through the chart on the Criminal Justice System of the State's Police Power. 2. Compare Marion County government and Unigov with the Typical County Government.	Chart: A General View of the Criminal Justice System Chart: Unigov Chart: Typical County Government
D. Communication & Research Skills: 1. Compare and Analyze the Constitution of Indiana with the Constitution of the United States. 2. Debate on state lotteries, for or against. 3. Research the main ideas and concepts of the unit. (written assignment)	Filmstrip and Cassette: Local Government and the Individual
E. Other Social Studies Skills: 1. Letter writing or phone calls to state legislators on state and local issues. 2. Visit State Legislature while in session. 3. Work in a local election campaign.	

Course Title: Philosophy I and II 8651 - 8652

Course Description: This course examines the lives and thoughts of the world's great philosophers. It also encourages philosophical speculation on the part of the student.

Major Topics (Instructional Content)

I. Introduction to Philosophy
  A. Pre-Socratics
    1. Thales
    2. Anaximander
    3. Anaximenes
    4. Pythagoras
    5. Heraclitus
    6. Zeno
  B. Sophists
    1. Protogoras
    2. Gorgias
  C. Socrates
  D. Plato
  E. Aristotle

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history. from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success (Learner Outcome Statements)

a. Discern the meaning of the five branches of philosophy: ethics, epistemology, metaphysics, politics, and aesthetics.
b. Identify the major ideas of the philosophers who lived before Socrates.
c. Comprehend the meaning of "knowledge is virtue".
d. Know the basic outline of Plato's Republic, the theory of the divided line and the allegory of the cave.
e. Understand Aristotle's idea that happiness is the end of man's thoughts.
f. Grasp man's place in the universe according to Aristotle.
g. Analyze racism from the perspective of the philosophies of each of the philosophers studied in this unit.
h. Compare the Greek ideal of democracy to the kind of democracy in the United States today.

Philosophy I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	15. Pursue active civic responsibility.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 4 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy I

TEXT: *The Story of Philosophy*, Durant; *From Socrates to Sartre*, Lavine

UNIT OR TOPIC: I. Ancient Greek Philosophers - Socrates, Plato, Aristotle

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Eastern Mediterranean - How the geography of Greece and the Eastern Mediterranean both inhibited and encouraged the flow of ideas throughout the Greek world.	Video - So this is Philosophy Film - Allegory of the Cave
B. Critical Thinking Skills: 1. Evaluating Socrates statement that knowledge is virtue. 2. Analyzing Plato's Republic 3. Interpreting the Allegory of the Cave 4. Examining the Socratic Method	Various Handouts
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Defining philosophic terms 2. Journal topic: To know the good is to do the good	
E. Other Social Studies Skills: Primary Sources: Plato's Republic Plato's Divided Line Plato's Allegory of the Cave	

Philosophy I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
II. Early Christian philosophers 1. St. Augustine 2. St. Aquinas Exit Outcomes (cont.) 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	4. Compare and contrast different governments/ cultures/values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify: the Doctrine of Illumination, Augustine's theory of evil, disordered love and Two Cities in History. b. Demonstrate a knowledge of: Aquinas's proofs of God's existence, morality and natural law and the relationship between man and knowledge. c. Compare Augustine's faith with Aquinas' proofs as a basis for Christian theology. d. Analyze the cause of evil as viewed by Augustine and Aquinas. e. Classify Aquinas' proofs as scientific, logical or self-evident. f. Formulate a statement of moral understanding. g. Analyze racism, sexism, ethnocentrism, elitism, classism and handicapism from the perspective of St. Augustine and St. Aquinas. h. Examine the motto of the American G.I. Forum taken from St. Aquinas and apply it to oneself and others.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy I

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: II. Early Christian Philosophers Augustine and Aquinas

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Medieval Europe: Locate the site of various religious orders and universities. Note the influence of the university systems of Paris and Bologna in Europe.	Film - Name of the Rose Various handouts
B. Critical Thinking Skills: 1. Evaluate Augustine's theories of evil and disordered love. 2. Assess the validity of Aquina's 5 proofs of God's existence.	Motto of the American G.I. Forum
C. Graphic Interpretation:	
D. Communication & Research Skills: Identify basic Latin words used in Medieval Abbey in Name of the Rose. Essay: How did the Medieval church both advance and retard the growth of philosophic learning?	
E. Other Social Studies Skills: Primary Sources: Selections from Aquinas and Augustine	

Philosophy I

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statement)
III. New Methods of Science 1. Francis Bacon 2. Thomas Hobbes	4. Compare and contrast different governments/cultures/values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilties of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment.	a. Familiarize themselves with Bacon's inductive method. b. Perceive what Bacon meant by "idols of the mind". c. Understand Hobbes mechanical view of human thought. d. Grasp Hobbes' thoughts on political philosophy and morality. e. Assess the influence of Hobbes on American thought. f. Compare Bacon's inductive method to the deductive method and assess applicability of both to learners in grades K-12. g. Identify two other philosophers from outside of Great Britain who had similar philosophies.

Exit Outcomes (cont.)

17. Analyze conflict and cooperation.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy I

TEXT: *The Story of Philosophy*, Durant; *From Socrates to Sartre*, Lavine

UNIT OR TOPIC: III. Medieval Scientists and Philosophers, Bacon and Hobbes

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various handouts Various visuals
B. Critical Thinking Skills: 1. Compare Bacon's inductive method to the Greek deductive method 2. Analyze the moral and political thoughts of Hobbes.	
C. Graphic Interpretation:	
D. Communication & Research Skills:	
E. Other Social Studies Skills: Primary Sources: Selecions from Hobbes' *Leviathon*	

Philosophy I

Major Topics (Instructional Content)

IV. Renaissance Philosophers

1. Erasmus
2. Martin Luther
3. Machiavelli

Exit Outcomes (cont.)

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

14. Appreciate cultural diversity found in our country and develop an awareness of the rights, duties responsibilities of each individual as a member of a multicultural non-sexist society.

15. Pursue active civic responsibility.

17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success (Learner Outcome Statements)

a. Grasp the meaning of In Praise of Folly.

b. Note Erasmus' proposal that Christians should return to the "pure and simple elements of Christianity".

c. Examine Luther's ideas concerning faith and good works.

d. Compare the moral advice in The Prince to that given by Socrates and Augustine.

e. Speculate on the results if a President attempted to use The Prince as a guide.

f. Identify non-Western and non-Christian philosophers who advocated similar philosophies.

g. Examine feminist philosophy in contrast to Machiavellian approaches to attaining power.

h. Compare and contrast the teachings of Martin Luther with the philosophy and teachings of Martin Luther King.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 2 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy I

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: IV. Renaissance Philosopher - Erasmus, Luther, Machiavelli

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various handouts Various visuals
B. Critical Thinking Skills: 1. Cause and effect - Italian politics and The Prince 2. Cause and effect - Church corruption and In Praise of Folly 3. Evaluating Luther's criticism of the Church	
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Journal topic - compare The Prince to a present day political issue. 2. Discuss the reforms offered by Luther.	
E. Other Social Studies Skills: Primary Sources - Selections from The Prince and In Praise of Folly	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success (Learner Outcome Statements)
V. Continental Rationalists 1. Descartes 2. Spinoza Exit Outcomes (cont.) 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society,	a. Interpret Cogito, ergo sum. b. Examine the life of Descartes and his vision. c. Grasp the ethics of Spinoza. d. Understand Spinoza's theories of God and the universe. e. Examine the assumptions of both Descartes and Spinoza for references to: 1. Cultural Pluralism 2. Equality of Men and Women 3. Justice for All 4. Unity Within Diversity

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy I

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: V. Early Modern Philosophers Continental Rationalists
Descartes and Spinoza

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Slides - Spinozo's Amsterdam Various visuals as time permits
B. Critical Thinking Skills: 1. Assessing the validity of Cogito, ergo sum 2. Evaluating Spinoza's ethics 3. Cause and effect - How did Spinoza's life affect his philosophic outlook?	
C. Graphic Interpretation:	
D. Communication & Research Skills: Journal topic - How do you know you exist? (Cogito, ergo sum)	
E. Other Social Studies Skills: 1. Primary Sources - Selections from Descartes and Spinoza	

Philosophy I

Major Topics
(Instructional Content)

VI. Conflicting Philosophies in the Age of Reason
   1. Rousseau
   2. Voltaire

Exit Outcomes (cont.)

14. Appreciate cultural diversity found in our country and develop an awareness of the rights, duties and responsiblities of each individual as a member of a multicultural non-sexist society.

15. Pursue active civic responsibility.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success
(Learner Outcome Statements)

a. Understand the basic ideas of Rousseau's Discourse on the Origin of Inequality.

b. Be familiar with Rousseau's Confessions.

c. Comprehend the ideas contained within Candide.

d. Compare and contrast the lives and philosophies of Voltaire and Rousseau.

e. Recount Voltaire's lifelong fight against superstition and intolerance.

f. Assess the influence of Voltaire and Rousseau on American thought.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy I

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: VI Rousseau and Voltaire

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Film - Never Cry Wolf
B. Critical Thinking Skills: 1. Compare the lives and philosophies of Voltaire and Rousseau 2. What is inferred in Candide? 3. How were the thoughts of Voltaire & Rousseau causes of the French Revolution? 4. How does Never Cry Wolf reflect the philosophy of Rousseau? What criticisms would Voltaire make of the film?	Various visuals as time permits
C. Graphic Interpretation:	
D. Communication & Research Skills: Essay: Critical analysis of the philosophy themes of Never Cry Wolf.	
E. Other Social Studies Skills: Primary Sources - Candide Selections from Discourse on Origins of Inequality	

Philosophy II

Major Topics (Instructional Content)

I. Empiricism in Britain

1. Locke
2. Berkeley
3. Hume

Exit Outcomes (cont.)

11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.

Indicators of Success (Learner Outcome Statements)

a. Define empiricism.

b. Examine Locke's theory of knowledge as expressed in his essay "An Essay Concerning Human Understanding".

c. Comprehend Berkeley's dictum, "to be is to be perceived".

d. Understand Hume's theories of association of ideas, impressions and theory of knowledge.

e. Compare the empiricism of Locke, Hume, and Berkeley to the concept of elitism.

f. Examine the writings of one, two or three non-British philosophers who agree or disagree with British empiricism.

g. Assess Locke's influence on American thought and values.

OUTLINE OF SOCIAL STUDIES SKILLS FROM

Approximate # of Hours Spent 4 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Philosophy II

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: I. British Empiricism, Locke, Berkeley, Hume

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various handouts Various visuals as time permits
B. Critical Thinking Skills: 1. Comparing Continental Rationalism with British Empiricism 2. Searching for solid values in empiricism 3. Evaluating Houses criticism of scientific prediction.	
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Defining philosophic terms 2. Journal topic: Will the sun rise tomorrow?	
E. Other Social Studies Skills: 1. Primary Sources - Selections from Houses, Essay Concerning Understanding	

Philosophy II

Major Topics (Instructional Content)

II. Positivism, skepticism and Idealism

1. Comte
2. Kant
3. Hegel

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness to the rights, duties and responsibilties of each individual as a member of a multicultural non-sexist society.

17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success (Learner Outcome Statements)

a. Examine Comte's philosophy of positivism, including his religion of humanity.

b. Grasp the essential meaning of Kant's Critique of Pure Reason.

c. Define a prior knowledge and Good Will.

d. Discern Hegel's three part philosophy of logic, philosophy of nature, and philosophy of the mind.

e. Understand the dialectic triad of thesis, antithesis, and synthesis.

f. Compare positivism, skeptism and idealism in contrast to cultural pluralism.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy II

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: II. Positivism, Skepticism & Idealism
Comte, Hegel and Kant

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various handouts
B. Critical Thinking Skills: 1. Assessing the validity of Comte's positivism 2. Summarizing the philosophy of Kant 3. Examining Hegel's synthesis approach	Video on Personal Ethics Various visuals as time permits
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Journal Topic: Can positivism work?	
E. Other Social Studies Skills: 1. Primary Sources - Selections from Critique of Pure Reason - Kant	

Philosophy II

Major Topics
(Instructional Content)

III. The Reshaping of the Philosophic Mind.

1. Nietzsche

2. Marx

Exit Outcomes (cont.)

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
17. Analyze conflict and cooperation.
15. Pursue active civic responsibility.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success
(Learner Outcome Statements)

a. Examine the Apollonian verses Dionysian theory.

b. Perceive the meaning of "God is Dead".

c. Understand the Will to Power.

d. Define the terms: dialectical materialism, superstructure, alienation.

e. Examine Marx's theory of history.

f. Comprehend Marx's economic theories.

g. Assess the position, role and status of women in a Marxist society.

h. Analyze Nietzche's concept of the superman as understood in "Also Sprach Zarathustra." (Note to teacher; get English translation of this play), as used in Germany in WW II and as used in the play called "The Melting Pot" by Zwangwill.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Philosophy II

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: III. The Reshaping of the Philosophic Mind, Nietzsche & Marx

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	Various handouts Various visuals
B. Critical Thinking Skills: 1. Assessing the validity of Nietzsche's statement, "God is Dead" 2. Analyzing the underlying philosophy of Marx	
C. Graphic Interpretation: 1. Photos of early industrial England	
D. Communication & Research Skills: 1. Journal topic: Was Marx right about anything? 2. Cause and Effect - Industrial England and its effect on Marx's thinking.	
E. Other Social Studies Skills: Primary Sources: Selections from, "Thus Spake Zarathrustra", Nietzsche "Economic Manuscripts of 1844", Marx "The Melting Pot" by Zwangwill	

Major Topics
(Instructional Content)

IV. Existentialism

1. Kierkegaard
2. Sartre
3. Camus

Exit Outcomes
(Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Explain the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diveristy found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (cont.)

15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success
(Learner Outcome Statements)

a. Understand Christian existentialism.

b. Interpret the idea that essence precedes existence.

c. Grasp Kierkegaard's idea of the actor verses the spectator.

d. Relate to the idea that existence precedes essence.

e. Understand Sartre's idea that man is condemned to be free.

f. Examine man's human condition.

g. Recognize the role of Camus as novelist and dramatist philosopher.

h. Attempt to understand the meaning of The Stranger.

i. Compare and contrast the philosophy of feminism from the perspectives of each of the philosophers studied in this unit.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Philosophy II

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: IV. Existentialism: Kierkegaard, Sartre & Camus

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various handouts
B. Critical Thinking Skills: 1. Comparing Kierkegaard's Christian existentialism with Sartre's atheistic existentialism. 2. W.W. II and the Holocaust as causes of existentialisms popularity 3. Analyzing the basic idea of existentialism that existence precedes essence.	Film - Eleni (Existentialist themes) Various visuals as time permits
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Essay over film Eleni 2. Defining philosophic terms	
E. Other Social Studies Skills: 1. Primary Sources - Selections from Sartre and Camus	

Philosophy II

Major Topics
(Instructional Content)

V. Two Contemporary Amateur Philosophers
   1. Alan Watts
   2. Edward Abbey

Exit Outcomes (cont.)

13. Establish an awareness of of current issues and events and their relationship to individual, communities, states and nations.

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multi-cultural non-sexist society.

15. Pursue active civic responsibility.

16. Encourage positive human interaction with the environment.

17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

Indicators of Success
(Learner Outcome Statements)

a. Gain a modest understanding of Oriental mysticism by reading Watts' essays Work as Play and Science and Nature.

b. Appreciate the role of the amateur philosopher by reading Watts' Murder in the Kitchen.

c. Examine the environmental philosophy of Abbey through reading excerpts from Desert Solitaire and Journey Home.

d. Analyze ethnocentrism from the perspective of Watts and Abbey.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Philosophy II

TEXT: The Story of Philosophy, Durant; From Socrates to Sartre, Lavine

UNIT OR TOPIC: V. Contemporary Americans, Alan Watts and Edward Abbey

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. Various handouts
B. Critical Thinking Skills: 1. Comparing Western and Eastern philosophy 2. Recognizing the values expressed in Abbey's environmental essays.	Various visuals as time permits
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. End of year essay over influential philosopher of choice.	
E. Other Social Studies Skills: 1. Primary Sources: Work As Play, Science & Nature, Murder in the Kitchen, Alan Watts Desert Solitare and Journey Home, Edward Abbey	

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Project Set (Student Exploratory Teaching) 8826

Course Description: This course will present an overview of many facets of the teaching profession, including teacher and student rights and responsibilities, classroom management and discipline, lesson planning, teaching and learning styles, teacher expectations and student achievement, and current issues in education. In addition to the classroom material, students will participate in cadet-teaching experiences both at the elementary and junior high level. This one semester, one credit course meets for two hours daily and is open only to seniors on an application basis. Applicants will be judged on grade point average, attendance, and teacher recommendations. Applications for either semester are available in the spring and fall, during a specific time period.

Major Topics
(Instructional Content)

I. Education - A career orientation.

Teacher rights and responsibilities.

Student rights and responsibilities.

Multicultural Education

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
7. Explore essential characteristics of local, state and national government.
9. Develop higher level thinking skills.
11. Appreciate role and interaction of various individual, family, social, political, and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.

Exit Outcomes (cont.)

17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

a. Analyze education as a career.

b. Evaluate education and its role in society.

c. List and describe student rights and responsibilities.

d. Analyze the origins of some student rights.

e. List and describe teacher rights and responsibilities.

f. Compare/contrast the origins of some teacher/administrative rights.

g. Know what we mean by the concept of multicultural education.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 6 Hours
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Student Exploratory Teaching

TEXT: SAME THROUGHOUT COURSE: 1. Plevin: Education As A Career, NEA 1988;
2. Callahan & Clark: Foundations of Education, MacMillan, 1983;
3. Armstrong & Savage: Secondary Education, MacMillan, 1983.
4. Noll: Taking Sides - Clashing Views on Controversial Educational Issues, Dunkin Pub. 1989

UNIT OR TOPIC: I. Education - A Career

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE,
A. Map Skills:	
B. Critical Thinking Skills: 1. Analyze comparisons of various jobs in education 2. Evaluate education's role in society 3. Recognize societal values that play a role in education 4. Assess cause and effect of student, teacher and administrative rights and responsibilities.	
C. Graphic Interpretation: 1. Using charts and tables to analyze the distribution of careers in the field of education 2. Use charts to recognize the time distribution of teachers' various roles.	Worksheets, study guides and related articles.
D. Communication & Research Skills: 1. Building vocabulary: careers, rights responsibilities, roles 2. Debate issues regarding rights and responsibilities of students and teachers. 3. Develop reading comprehension 4. Organizing and expressing ideas in written form.	
E. Other Social Studies Skills: 1. Develop sense of chronology while analyzing origins of rights and responsibilities 2. Detecting stereotypes of careers in education.	

Project Set

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
II. Classroom Management Discipline Plans Assertive Discipline Recordkeeping	4. Compare and contrast different governments/cultures/values and beliefs. 6. Examine the role of famous men and women in history from various cultures. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 17. Analyze conflict and cooperation.	a. Evaluate the importance of classroom management. b. Compare and contrast different discipline methods. c. Analyze assertive discipline planning as described by Lee Canter. d. Write a discipline plan. e. Compare and contrast methods of recordkeeping. f. Determine the role of government in the education field; Recordkeeping g. Analyze the latest trends in classroom management. h. Study discipline statistics of white and non-white students. i. Examine drop-out and achievement statistics of white and non-white students.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 6 Hours
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Student Exploratory Teaching

TEXT:

UNIT OR TOPIC: II. Classroom Management

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Evaluate the importance of classroom management 2. Analyze comparisons of various discipline methods 3. Draw inferences and form conclusions regarding Assertive Discipline by Lee Cantor 4. Synthesize information by writing a discipline plan 5. Assess cause and effect of proper recordkeeping	1. Lee Cantor: Assertive Discipline 2. Worksheets, study guides, and related articles
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Build vocabulary: discipline, assertive discipline, management, record keeping. 2. Debate issues regarding discipline techniques 3. Develop reading comprehension 4. Organize and express ideas in written form 5. Make oral reports of discipline plan	
E. Other Social Studies Skills: 1. Identify various points of view regarding discipline and classroom management. 2. Detect stereotypes influencing discipline methods	

Project Set

Major Topics
(Instructional Content)

III. Unit/Lesson Planning

- Instructional Units
- Objectives
- Lesson Plans
- Evaluation Techniques

Exit Outcomes
(Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Evaluate the use of instructional units.

b. Explain and evaluate the importance of instructional objectives and their correlation with instructional activities.

c. Write behavioral objectives.

d. Evaluate the importance of lesson plans and explain the characterics of a good lesson plan.

e. Prepare a daily lesson plan.

f. Distinguish between different evaluative techniques and discuss advantages/disadvantages of each.

g. Construct a test containing a variety of question types.

h. Examine the phenomena of test anxiety and its symptons.

i. Analyze test statistics for minorities and non-minorities, male and female, and lower socioeconomic groups compared with middle class students.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 7 Hours
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Student Exploratory Teaching

TEXT:

UNIT OR TOPIC: III. Unit/ Lesson Planning

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: 1. Evaluate the use of instructional units 2. Assess the cause and effect of instructional objectives 3. Synthesize information by writing behavioral objectives 4. Evaluate the importance of and characteristics of a good lesson plan 5. Analyze comparisons of various objective techniques	1. Worksheets, study guides, and related materials
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Build vocabulary, instructional units, lesson plans, objectives 2. Develop reading comprehension 3. Organize and express ideas in written form by preparing a daily lesson plan and constructing a test	
E. Other Social Studies Skills: 1. Detecting stereotypes involved in testing	Sample culturally biased tests; Dove counter balance and Appalachian Ethnic Awareness Tests

Project Set

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
IV. Teaching/Learning Styles	6. Examine the role of famous men and women in history from various ethnic groups.	a. Compare and contrast different learning styles, including audio, visual, and kinesthetic.
Audio/Visual/Kinesthetic	8. Understand Social Studies terms/concepts.	b. Compare and contrast teacher types and compatability of teaching styles with learning styles as described in 4 MAT.
4 MAT	9. Develop higher level thinking skills.	c. Describe Bloom's Taxonomy and evaluate its use in the classroom.
Critical Thinking Skills	10. Apply knowledge to solve problems through use of appropriate research.	d. Analyze the importance of critical thinking skills and how these can be facilitated.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	e. Study right brain/left brain thinking and styles.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	f. Understand field-dependent and field-independent thinking and learning styles.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 5 Hours
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Student Exploratory Teaching

TEXT:

UNIT OR TOPIC: IV. Teaching/Learning Styles

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Analyze comparisons of various learning styles 2. Analyze teaching styles and the compatibility of these styles with learning styles as described in 4 MAT 3. Describe Bloom's Taxonomy, and evaluated its use in the classroom 4. Analyze the importance of cultural thinking skills and how those can be facilitated.	4 MAT Bloom's Taxonomy Worksheets, study guides and related articles.
C. Graphic Interpretation: 1.	
D. Communication & Research Skills: 1. Build vocabulary. Learning styles, audio/visual Bloom's Taxonomy, critical thinking skills, 4 MAT 2. Develop reading comprehension 3. Organize and express ideas in written form	
E. Other Social Studies Skills: 1. Identify various points of view regarding teaching/learning styles 2. Detect stereotypes concerning learning styles	

Project Set

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
V. Teaching Methods Cooperative Learning Mastery Learning Lecture Notes Audio/Visual	5. Explain what we mean when we exhibit patriotism and citizenship. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Compare and contrast different teaching methods and strategies. b. Define and describe advantages and disadvantages of cooperative learning. c. Define and discuss advantages and disadvantages of mastery learning. d. Understand and utilize appropriate audio/visual material. e. Analyze research done on preferred learning techniques of female, minority and handicapped learners.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 6 Hours
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Student Exploratory Teaching

TEXT:

UNIT OR TOPIC: V. Teaching Methods

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: 1. Analyze comparisons of various teaching methods and strategies 2. Assess cause and effects of cooperative learning 3. Analyze elements and effects of mastery learning	Media Center - Audio/Visual Workshop Mastery Learning Materials Cooperative training packet Worksheets, study guides and related articles
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Build vocabulary: Cooperative learning, mastery learning, audiovisual materials 2. Develop reading comprehension 3. Organize and express ideas in written form	
E. Other Social Studies Skills: 1. Utilize approximate audiovisual materials	

Project Set

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
VI. Teacher Expectations and student achievement TESA Response opportunities/feedback, personal regard. Cultural/Ethnic factors Personal history and student esteem School Climate	1. Explain what we mean when we exhibit patriotism and citizenship. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, state and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 17. Analyze conflict and cooperation.	a. Evaluate teacher expectations and the subsequent influence on student learning and achievement. b. Describe approaches outlined by TESA. c. Analyze cultural and ethnic factors in education. d. Explain the importance of student self-esteem. e. Analyze the impact of school climate on teaching and student achievement. f. List and describe ways to improve school climate. g. Assess the role of language, race, ethnicity, gender, socioeconomic status and handicap on a student's self-esteem and motivation.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 8 Hours
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Student Exploratory Teaching

TEXT:

UNIT OR TOPIC: VI. Teacher Expectations and Student Achievement

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Evaluate teacher expectations and their effect on student learning and achievement 2. Evaluate approaches by TESA 3. Analyze cultural and ethnic values influencing teaching and learning 4. Make generalizations regarding the impact of school climate on teaching and student achievement.	TESA materials/presentation Worksheets, study guides and related articles The One Minute Teacher
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Building vocabulary: TESA, feedback, personal regard, esteem, school climate 2. Develop reading comprehension 3. Organize and explain ideas in written form	
E. Other Social Studies Skills: 1. Detect stereotypes that affect teaching/learning	

Project Set

Major Topics
(Instructional Content)

VII. History-Current Issues

- Educational movement in U.S.
- Segregation/Desegregation Special Education trends
- Compensatory Ed. - At Risk
- Teacher compentency/Testing
- Crime and Education
- Education and Community
- Job preparation and employment.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explore essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10 Apply knowledge to solve problems through use of appropriate research.

Indicators of Success
Learner Outcome Statements

a. Explore different issues in education.
b. Sequence events in education movement in the U.S.
c. Evaluate past court cases and decisions affecting education.
d. Define segregation and desegregation and note the court cases and political forces shaping movement.
e. Explain and evaluate terminology involved in the area of Special Education.
f. Compare and Contrast trends in Special Education.
g. Explain compensatory education-At Risk Students Program.
h. Evaluate teacher compentency testing.
i. Analyze teaching preparation and employment searching procedures, including current and future demands in this field.
j. Evaluate crime in education including drugs, gangs, and violence against teachers.
k. Evaluate the interaction between education and the community, including parent/family involvement.

Project Set

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	11. Appreciate role and interaction of various individual, family, social, political, and economic groups.	
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	15. Pursue active civic responsibility.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 20 Hours
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: STUDENT EXPLORATORY TEACHING

TEXT:

UNIT OR TOPIC: VII. HISTORY - Current Issues (Covered during field experience)

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Sequence events in educational movement in U.S. 2. Assess cause and effect of various court cases involved in education 3. Analyze segregational desegregational issues 4. Summarize data involved in special education 5. Compare and contrast trend in special education 6. Evaluate compensatory education 7. Form conclusions regarding teacher competency testing 8. Analyze teaching preparation and employment seeking 9. Evaluate concerns in eduation 10. Evaluate the interaction between educational system and community	Guest Speakers: Special Education, At Risk, Administrators Worksheets, study guides and related articles
C. Graphic Interpretation:	
D. Communication & Research Skills: 1. Build vocabulary: Amendments, concerns, segregation, desegregation, special education terminology, At Risk, NTE 2. Develop reading comprehension 3. Organize and express ideas in written form 4. Debate issues in education	
E. Other Social Studies Skills: 1. Develop a sense of chronology by sequencing events in the educational movement 2. Detect stereotypes regarding special populations of	

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Psychology 8646

Course Description: This course provides the student with an opportunity to study human and animal behavior while becoming a critical thinker in search of scientific truths. Throughout the course, knowledge and methods of noted psychologists are applied to understanding human behavior. Human development is studied while noting the effects of environmental and biological factors that influence development. Attention is given to the topics of intelligence, learning, sensing and perceiving, testing human behavior, and parapsychology. Personality disorders and methods of treatment will also be explored. A variety of teaching methods adds interest as the student becomes personally involved in the learning process.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
I. Approaches to Psychology	2. Demonstrate knowledge of how our community/our state/our nation began.	a. Define psychology and describe some of the careers involved in psychology.
Defining psychology History of psychology Present day approaches Methods of studying behavior Methods of measuring behavior	3. Develop basic geographic literacy.	b. Trace the history of psychology back to its Greek origin.
	4. Compare and contrast different governments/cultures/values and beliefs.	c. Identify famous psychologists from the past, and identify their geographic origin.
		d. Compare and contrast different approaches of present day psychology.
	6. Explain the role of famous men and women in history from various ethnic groups.	e. Explain the overall purpose of scientific methods and apply these methods to proving hypothesis.
	7. Explain essential characteristics of local, state, and national government.	f. Identify the independent and dependent variables, the experiment, and control groups in an experiment.
	8. Understand Social Studies terms/concepts.	g. Define different data collection techniques and list pros and cons of each.

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Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	h. Define and discuss the pros and cons of the longitudinal and cross-sectional methods. i. Evaluate the purpose of tests. j. Analyze the importance of validity, reliability, and norms. k. Identify and compare and contrast different types of tests and their purpose. l. Evaluate ethics involved in testing, including rights of a test-taker and culturally biased tests. m. Analyze the differences in the psychology of men, women, racial groups, ethnic groups and groups of various national origins. n. Assess the extent to which we stereotype persons who are culturally different. o. Examine the western from the eastern approach to psychology.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 14 days

GRADE LEVEL OR SUBJECT: Psychology

TEXT: Psychology and You, McMahan, McMahan and Romano West

UNIT OR TOPIC: Approaches to Psychology

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: 1. Formulate hypothesis while analyzing the purpose of scientific method. 2. Analyze comparisons of different theoretical approaches. 3. Analyze comparisons of various data collection techniques. 4. Summarize data when applying scientific method.	Identify and Evaluate Data Collection Techniques: National Geographic - "Gorilla" Psychology: The Study of Human Behavior Guidance Association filmstrips
C. Graphic Interpretation: 1. Using charts and tables, analyze the distribution of careers in the field of psychology 2. Interpreting photos in regards to projective testing	Worksheets, study guides, and related articles.
D. Communication & Research Skills: 1. Building vocabulary: careers, theories, experimental method, data collection techniques, tests, testing terminology. 2. Debate issues regarding ethics in testing. 3. Developing reading comprehension.	Organizing and expressing ideas in written form.
E. Other Social Studies Skills: 1. Develop sense of chronology by tracing history of psychology back to Greek origins. 2. Identifying various points of views by different theorists. 3. Detecting stereotypes evident when testing	Example test - MMPI Sample culturally biased tests: DOVE counter balance Appalachian Ethnic Awareness Test

Psychology

Major Topics (Instructional Content)

II. Physiology and Awareness

Nervous System and Brain
Glands
Emotions
Sensation and Perception
States of Consciousness

Exit Outcomes Course Objectives

1. Explain what we mean when we exhibit patriotism and citizenship.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success Learner Outcome Statements

a. Identify and explain the functions of different parts of the nervous system.
b. Identify and explain the functions of different parts of the brain.
c. Contrast endocrin and exocrine glands.
d. Analyze importance of different endocrine glands on the influence of human brain.
e. Explain the difference between sensation and perception.
f. Discuss the different senses and their basic functions.
g. Evaluate errors in perception and why they occur.
h. Explain parapsychology and compare and contrast different kinds of ESP.
i. Describe the difference between motivation and emotion.
j. Evaluate Maslow's hierarchy of needs.
k. Compare and contrast the theories of emotion.
l. Describe different levels of consciousness.
m. Sequence and describe different stages of sleep and evaluate the importance of REM.
n. Compare and contrast various altered states of consciousness, natural and artificial, and identify where some of these techniqes are prevalent.
o. Compare right brain/left brain functions.
p. Evaluate the validity of PMS and the effect on women's emotions.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent __________
or
Approximate Amount of Class Time 12 days

GRADE LEVEL OR SUBJECT: Psychology

TEXT: Psychology and You, McMahan, McMahan and Romano West

UNIT OR TOPIC: Psychology and Awareness

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: 1. Synthesize information regarding different systems of the body and their effect on behavior. 2. Analyze and synthesize the process of perception in regards to the basic senses. 3. Draw inferences between motivation and emotions.	Form conclusions regarding parapsychology: Nova: ESP Analyze the function of brain: Brain Series Part II: Vision and Movement
C. Graphic Interpretation: 1. Using charts, locate parts of systems involved in human behavior. 2. Interpret graphs of states of sleep including R.E.M. 3. Interpret/experience various perception tests	Analyze effects of drugs on brain and behavior: Mind Part IV: Addiction Analyze parts and function of nervous system and the brain: Brain Part I: The Enlightened Machine
D. Communication & Research Skills: 1. Building vocabulary: Nervous system, brain, glands, parapsychology, drugs, sensation, perception, and states of consciousness 2. Develop reading comprehension. 3. Debate issues regarding errors in perception and parapsychology.	Worksheets, study guides, and related articles Organizing and expressing ideas in written form.
E. Other Social Studies Skills: 1. Detecting stereotypes among individual perceptions.	

Psychology

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
III. Cognitive Processes Conditioning Methods Learning Process Memory Intelligence Retardation Creativity	4. Compare and contrast different governments/cultures/values and beliefs. 6. Examine the role of famous men and women in history from various ethnic groups. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through uses of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 16. Encourage positive human interaction with the environment.	a. Explain the basic principles of classical and operant conditioning. b. Compare and contrast the different schedules of reinforcements. c. Describe social learning and explain how it differs from learning based on classical and operant conditioning. d. Identify and define various factors and principles involved in conditioning and learning. e. Explain transfer of learning. f. Analyze information processing and what is involved in each step of this process. g. Compare and contrast theories of forgetting. h. Analyze different factors/principles involved in remembering. i. Analyze the original formula for IQ. j. Evaluate influences of heredity and environment on IQ. k. Compare and contrast different intelligent tests. l. Compare and contrast the difference between intelligence and creativity. m. Encourage application of individual's skills and creativity with one's environment. n. Examine various ways that people can demonstrate intelligences.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 12 days

GRADE LEVEL OR SUBJECT: Psychology

TEXT: Psychology and You, McMahan, McMahan and Romano West

UNIT OR TOPIC: Cognitive Processes

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Analyze differences and similarities between conditioning methods and learning theories. 2. Assess causes of forgetting. 3. Analyze effects of heredity and environment on I.Q.	Analyze the functions of the brain in learning and memory: Brain Part VI: Learning and Memory Mind Part VIII: Thinking Evaluate heredity vs. environment on I.Q. Larry, (Morie)
C. Graphic Interpretation: 1. Interpret a conventional learning curve	Worksheets, study guides, and related articles.
D. Communication & Research Skills: 1. Building vocabulary: conditioning methods, schedule of reinforcements, learning theories, learning and remembering terminology, factors of intelligence. 2. Develop reading comprehension.	Book by Gardner entitled: Multiple Intelligences Organizing and expressing ideas in written form.
E. Other Social Studies Skills: 1. Detect stereotypes regarding intelligence, retardation, and creativity.	

Major Topics
(Instructional Content)

IV. Human Development

- Heredity and Environment
- Prenatal
- Infancy
- Childhood
- Adolescence
- Adulthood
- Aging
- Physical, emotional, social, language, cognitive, and self-concept development of each stage.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interation of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

Indicators of Success
Learner Outcome Statements

a. Evaluate the importance of heredity and environment in human development.

b. Explain critical periods and imprinting.

c. Analyze the role of mother, father, and siblings in family life.

d. List and explain the steps of Jean Piagets' Theory of Cognitive Development.

e. List and explain the stages of Lawrence Kohlberg's Theory of Moral Development.

f. Discuss dominant and recessive genes, and the fertilization process of the sperm and egg.

g. Discuss the developmental changes occuring in prenatal, infancy, childhood, adolescence, and adulthood in regards to physical, emotional, social, language, cognitive, and self-concept development.

h. Analyze Erikson's Theory of Psychosocial Development.

i. Analyze Elisabeth Kubler-Ross's stages of reactions to impending death.

j. Analyze various geographic locations and how their youth and elderly are treated.

k. Identify laws affecting people in different stages of development.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	l. Identify and discuss genetic disorders that affect certain races. m. Compare and contrast different approaches to child rearing and treatment of aged. n. Encouraged to participate in volunteer programs in the community. o. Assess cultural and ethnic differences with regard to: 1. rites of passage 2. attitudes toward the old 3. child rearing 4. the mentally impaired 5. the role of parents p. Examine the influence of language, race, ethnicity, gender and national origin on the self-esteem of children who differ in this regard from the majority.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ___________
or
Approximate Amount of Class Time 16 days

GRADE LEVEL OR SUBJECT: Psychology

TEXT: Psychology and You, McMahan, McMahan and Romano West

UNIT OR TOPIC: Human Development

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
B. Critical Thinking Skills: 1. Analyze stages of development in relation to physical, emotional, social, language, cognitive, and self-concept and changes that occur. 2. Analyze and evaluate the role of nature/ on development. 3. Analyze comparisons of various developmental theorists.	Analyze factors influencing child's emotional development: NOVA: "Baby's Emotional Development" Afterschool Special: "The Terrible Things My Mother Told Me." Evaluate the process of aging in U.S. - Documentary by Tom Cochran
C. Graphic Interpretation: 1. Interpret graph of difference between sexes during puberty.	Worksheets, study guide, and related articles
D. Communication & Research Skills: 1. Building vocabulary: Prenatal, infancy, childhood, puberty, adolescence, adulthood, aging, development, theorist and related terms. 2. Develop reading comprehension.	Organizing and expressing ideas in written form.
1374 E. Other Social Studies Skills: 1. Develop sense of chronology in regards to the development and aging of human beings. 2. Detect stereotypes associated with various types of development.	1375

Major Topics
(Instructional Content)

V. Personality Adjustment

Theories of Personality

Frustration and Conflict

Disorders

Treatment/Therapy

Exit Outcomes
(Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.

6. Examine the role of famous men and women in history from various ethnic groups.

7. Explain essential characteristics of local, state, and national government.

8. Understand Social Studies terms/concepts.

9. Develop higher level thinking skills.

10. Apply knowledge to solve problems through use of appropriate research.

11. Appreciate role and interaction of individual, family, social, political and economic groups.

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.

13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.

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Indicators of Success
Learner Outcome Statements

a. Compare and contrast different theories of personality and identify the people that established each view.

b. Compare and contrast different personality tests and uses of each.

c. Analyze different types of conflict and stress.

d. Explain how drugs affect the body and describe the effects of each drug.

e. Describe different factors involved in defining behavior disorders.

f. Distinguish between psychotic and non-psychotic disorders.

g. Classify major symptoms according to behavioral disorders.

h. Analyze the possible origins of different disorders.

i. Distinguish between personality classifications.

j. Compare and contrast the different psychotherapeutic approaches to treating disorders and identify which disorders are most successfully treated by each.

k. Explain advantages and disadvantages of individual verses group therapy.

Psychology

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	m. Encourage participants in community - service programs. n. Evaluate negative perception of the mentally ill and ways these can be changed to positive views. o. Examine minority group differences to 1. personality 2. the mentally ill 3. therapy

13.8

13.9

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 32 days

GRADE LEVEL OR SUBJECT: Psychology

TEXT: Psychology and You, McMahan, McMahan and Romano West

UNIT OR TOPIC: Personality and Adjustment

I. SKILLS USED A. Map Skills:	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC. DSM III Minds of Billy Milligan, Sybil, Voices Within
B. Critical Thinking Skills: 1. Analyze, evaluate, make inferences and draw conclusions regarding a variety of theoretical approaches for explaining personality development. 2. Analyze different factors influencing personality and behavior. 3. Assessing cause and affects of various psychological disorders. 4. Recognizing symptoms of disorders and evaluating treatment approaches.	Analyze the symptoms, causes, treatments, and reactions to (a) schizophrenia - Strange Voices, movie Promises (b) depression: 20/20 Depression and Light (c) multiple personality Sybil Voices Within (d) Adjustment disorders Out On The Edge
C. Graphic Interpretation: 1. Interpret changes in numbers of people affected by mental disturbances. 2. Interpret changes in numbers of people diagnosed, hospitalized, and/or treated for mental disorder.	Worksheets, study guide, and related articles
D. Communication & Research Skills: 1. Building vocabulary: Personality themes/theories, classification of disorders, treatment/therapy methods. 2. Develop reading comprehension.	Evaluate therapy techniques: Changing Human Behavior: Behavior Mod. Filmstrips Organizing and expressing ideas in written form
E. Other Social Studies Skills: 1. Develop sense of chronology in regards to viewing, diagnosing, and treating psychological problems. 2. Detect stereotypes associated with labeling disordered individuals.	Identify different views of various theorists: Landmarks in Psychology filmstrip series

SOCIAL STUDIES INSTRUCTIONAL IMPROVEMENT TEAM

Course Title: Sociology 8626

Course Description: The study of human relationships. A comprehensive examination of the basic concepts, principles, and methods central of the scientific study of sociology. The course is designed to meet three major goals: 1. To teach the students to think like sociologists. 2. To help the students develop a sociological imagination, which will enable them to view their own lives within a larger social and historical context. 3. To help students understand and appreciate the rich diversity that is possible in social life by exposing them to data from a wide variety of cross-cultural and historical sources.

Major Topics
(Instructional Content)

I. Culture and Social Studies

1. The Sociological Point of View
2. Cultural Diversity
3. Cultural Conformity and Adaption
4. Social Structure

Exit Outcomes (cont.)

14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political, and economic groups.
13. Establish an awareness of current issues and events and their relationship to various individuals, communities, states and nations.

Indicators of Success
Learner Outcome Statements

a. Trace the early development of sociology and compare and contrast the discipline's three main current theoretical perspectives.
b. Identify the key components of culture and discuss cultural universals and cultural variations.
c. Discuss the American value systems and how culture is both maintained and changed.
d. Discuss the components of social structure: the structure of groups, societies, and formal organizations; and the nature of social interaction.
e. Interpret important sociological information by effectively using the textbook and a structured overview and by analyzing journal articles.
f. Compose an essay on a sociological topic.
g. Assess the cultural characteristics of men and women, white and non-white, poor and rich, handicapped and abled.

Sociology

Major Topics (Instructional Content)

1. The Sociological Point of View
   a. Examining Social Life
   b. The Development of Sociology

Exit Outcomes (cont.)

16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success Learner Outcome Statements

a. Define sociology and understand what is meant by sociological perspective.

b. Explain what it means to possess a sociological imagination and describe why such an imagination is important.

c. Recognize how sociology's focus differs from and is similar to the focus of each of the other social sciences.

d. Communicate the factors that led to the emergence of sociology as a distinct discipline.

e. Discuss the theories and ideas of Augusta Comte, Karl Marx, Herbert Spencer, Emile Durkheims, and Max Weber.

f. Compare and contrast the three main theoretical perspectives in modern sociology.

g. Discuss the theories and ideas of female, black, Hispanic, Asian American, and Native American writers with regard to sociology.

h. Analyze what aspects of the discipline of sociology address the needs of the economically, socially, and culturally disenfranchised in American sociology.

Sociology

Major Topics
(Instructional Content)

2. Cultural Diversity
   a. The Meaning of Culture
   b. Cultural Variation

Exit Outcomes (cont.)

16. Encourage positive interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economical groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Define culture and differentiate between material and nonmaterial culture.

b. Distinguish between the terms culture and society.

c. Identify and discuss the five basic components of culture.

d. Distinguish between the three levels of culture.

e. Explain cultural universals and discuss why they exist.

f. Recognize variations among societies and the related issues of ethnocentrisms and cultural relativism.

g. Distinguish between subcultures and countercultures.

h. Discuss the "parameters" of culture, and the formal and informal parameters of culture.

Sociology

Major Topics
(Instructional Content)

3. Cultural Conformity and Adaptation
   a. The American Value System
   b. Social Control
   c. Social Change

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Exit Outcomes
(Course Objectives)

3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success
Learner Outcome Statements

a. Evaluate traditional American values.

b. Analyze the positive and negative consequences of the new American value of self-fulfillment.

c. Explain social control and discuss internationalization and sanctions - the two basic methods of social control.

d. Understand and discuss the sources of social change.

e. Consider the factors that lead individuals to resist social change.

f. Evaluate traditional American values from the stand point of persons considered outside the mainstream of American society.

g. Why can America be called a white male club?

h. Discuss the turbulence of the 1960s with regard to social change for greater civil rights.

i. Evaluate the impact of feminist ideology on social change toward the role and status of women.

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Sociology

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
4. Social Structure a. The Components of Social Structure b. The Structure of Groups and Societies c. The Nature of Social Interaction d. The Structure of Formal Organizations	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Explain social structure and discuss the characteristics of its two major components. b. Define social institution. c. Define group and identify the features of group structure and the characteristics of the most common type of groups. d. Recognize the characteristics of the various types of societies identified by sociologists. e. Interpret five types of social interaction that take place in societies. f. Differentiate between formal organization and bureaucracy and discuss the characteristics of bureaucracies. g. Define institutional racism, sexism, handicapism and elitism. h. Examine what we mean by socioeconomic status (SES) and how this status is represented at various levels by race, sex, ethnicity, national origin, marital status and occupation.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 4 Weeks

GRADE LEVEL OR SUBJECT: Sociology - Grades 11/12

TEXT: USED FOR ALL UNITS: Sociology - The Study of Human Relationships; Teacher's Manual and Resource Guide - Sociology The Study of Human Relationships; Workbook - Sociology The Study of Human Relationships

UNIT OR TOPIC: Unit I Culture and Social Structure

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. **Map Skills:** Locating places on maps. American Culture consists of cultural traits borrowed from all over the world. Given a list of inventions and ideas, student will identify from which country each came.	Diffusion of Cultural Traits, J. Weston Welch, Publisher Box 658, Portland, Maine 04104
B. **Critical Thinking Skills:** Summarizing ideas	Sociological data by race, sex, ethnicity, and national origin. Text - How can adopting a sociological perspective help you in your daily life?
C. **Graphic Interpretation:** Using charts, graphs, and tables	Text - Chart - Meaning of Culture Parameters of Culture
D. **Communication & Research Skills:** Group Activity: Each group will focus on an event in American or world history that was a direct result of ethnocentrism and suggest ways in which practicing cultural relativism might have changed the course of history.	Reference Books
E. **Other Social Studies Skills:** Interpreting Primary Sources: The beliefs and practices of immigrants and those of the larger society are sometimes at odds.	Text: Excerpt from The Woman Warrior, by Maxine Kingston

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
II. The Individual in Society 1. Socializing the Individual 2. The Adolescent in Society 3. The Adult in Society 4. Deviance and Social Control	8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Relate the factors that affect personality development and the emergence of the self, including the roles played by various agents of socialization. b. Recognize how adolescence emerged as a distinct stage of the life cycle and analyze the characteristics of adolescence, focusing on topics such as dating, sexual behavior, drug use, and suicide. c. Identify key characteristics of the adult years focusing on male and female development, the nature of work, and development in the later years. How this will affect you in future years. d. Analyze the nature and functions of deviance, the theories of deviance, (a crime and the criminal justice systems) in the United States. e. Compare sociological perspective and interpret sociological tables, charts, and statistics. f. Examine personality developoment from the perspective women, non-white and linguistically different populations or individuals. g. Analyze biographies of famous men and women, white and non-white, poor and rich, English-speaking and non-English-speaking telling about their growing up in America.

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Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
1. Socializing the Individual	8. Understand Social Studies terms/concepts.	a. Define personality and discuss the influences of heredity and environment on the development of personality.
a. Personality Development b. The Social Self	9. Develop higher level thinking skills.	
c. Agents of Socialization	10. Apply knowledge to solve problems through use of appropriate research.	b. Understand the effects that isolation in childhood has on personality development.
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	c. Recognize how our sense of self emerges and discuss the theories that have been put forth to explain the process of socialization.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	d. Differentiate between the most important agents of socialization in the United States.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	e. Define the "socialization" of white and non-white, male and female, English-speaking and non-English-speaking, poor and rich, abled and disabled, young and old, educated and non-educated persons.
	16. Encourage positive human interaction with the environment.	f. Decide how you might help a person develop a healthy sense of self if they are not considered to be in the mainstream of American society.
	17. Analyze conflict and cooperation.	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
2. The Adolescent in Society a. Adolescence in Our Society b. The Dating Relationship c. Problems of Adolescence	8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Define adolescence and puberty and discuss the factors that have led to the development of adolescence as a distinct stage of the life cycle in the United States. b. Recognize the five general characteristics of adolescence. c. Distinguish between courtship and dating and discuss the factors that led to the development of dating. d. Discuss the functions of dating and the characteristics of traditional and emerging dating patterns. e. Analyze some of the social problems facing teenagers in the United States. f. Analyze courtship and dating in various cultures. g. Assess how "ageism" affects teenagers in particular. h. Compare and contrast the rituals for coming of age in different ethnic groups. i. Compare and contrast the rituals for coming of age for males and females.

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
3. The Adult in Society a. Early and Middle Adulthood b. The World of Work c. The Later Years	8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Summarize Daniel Levinson's theory of adult male development. b. Recap Irene Frieze's theory of adult female development. c. Analyze the nature of work and describe the changing composition of the labor force in the United States. d. Identify key characteristics of life during adulthood. e. Discuss cultural differences with regard to the perception of life during adulthood.

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Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcomes of Success
4. Deviance and Social Control a. Deviance b. Crime	8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Identify deviance and discuss its social functions. b. Compare and contrast the theories that have been proposed to explain deviance. c. Chart the principle types of crime in the United States. d. Understand the application of the American Criminal Justice System. e. Examine deviance from the concept of culturally appropriate behavior of mainstream culture. f. Analyze what various cultures consider to be diviant and non-deviant behavior. g. Assess the degree to which non-whites are incarcerated in comparison to whites. h. Analyze the harshness of criminal punishment given to non-whites compared to the punishment given to whites for the same crime. i. Examine the view of the courts with regard to judgements made in cases of women murdering abusive husbands or boyfriends.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 4 Weeks

GRADE LEVEL OR SUBJECT: Sociology - Grades 11/12

TEXT: USED FOR ALL UNITS: Sociology - The Study of Human Relationships; Teacher's Manual and Resource Guide - Sociology The Study of Human Relationships; Workbook - Sociology The Study of Human Relationships

UNIT OR TOPIC: Unit II The Individual in Society

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Comparing sociological perspectives: Compare and contrast different theoretical orientations which give rise to different interpretations to the same phenomena	Text: Reading About Sociology: Comparing Sociological Perspectives Criminal and court statistics by race, sex, socioeconomic status and national origin.
C. Graphic Interpretation: Organizing information for comparison	Text: Chart Explaining Sociobiology Perspective and Social Learning Perspective
D. Communication & Research Skills: Building vocabulary Comprehending sociological terms	Workbook: (Worksheet) Understanding Sociological Ideas The Adult in Society
E. Other Social Studies Skills: Skill mastery Distinguishing fact From opinion	Workbook: Socializing the Individual The Study of Human Relations

Sociology

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
III. Social Inequality 1. Social Stratification 2. Racial and Ethnic Relations 3. Gender, Age, and Health Exit Outcomes (cont.) 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	4. Compare and contrast different governments/cultures/values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 6. Examine the role of famous men and women in history from various ethnic groups. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 12. Demonstrate knowledge of economic concepts of capitalism and other economic systems. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	a. Identify stratification systems, theories of stratification, and the characteristics of social class and poverty in the United States. b. Compare and contrast the characteristics of minority groups, the nature of prejudice and discrimination, and the experiences of minority groups in the United States. c. Recognize the characteristics of social inequality based on gender, age, and health. d. Determine cause and effect, identify assumptions, and analyze sociological viewpoints. e. Assess demographic characteristics of white and non-white, and male and female citizens by key economic, social and health statistics. f. Examine the plight of the handicapped through the experiencing of how it feels to be blind, deaf, wheelchair-bound and/or have AIDS - (role play only).

Sociology

Major Topics (Instructional Content)

1. Social Stratification
   a. Systems of Stratification
   b. The American Class System
   c. Poverty

Exit Outcomes (Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Exit Outcomes (cont.)

15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Understand social stratification and social inequality.

b. Differentiate between the characteristics of caste systems and class systems and describe the three most common rewards on which social stratification is determined.

c. Discuss the theories that have been proposed to explain the existence of social stratification.

d. Recognize the characteristics of the American class system.

e. Become aware of the characteristics of the poor in America and describe what steps have been taken by the federal government to lessen the effect of poverty. How can a student or an adult become involved?

f. Understand why the United States is considered a "white male club."

g. Explain why the white Anglo-Saxon Protestant (WASP) middle class in America is well off.

h. Understand the meaning of the terms: Racism, Classism, Ageism, Elitism, Sexism, Ethnocentrism and Handicapism.

Sociology

Major Topics (Instructional Content)

2. Racial and Ethnic Relations
   - a. Race and Ethnicity, and the Social Structure
   - b. Patterns of Intergroup Relations
   - c. Minority Groups in the United States

Exit Outcomes (cont.)

15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political, and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic groups.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our county and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success Learner Outcome Statements

a. Differentiate between race, ethnicity, ethnic group, and minority group.

b. Become aware of the five characteristics that distinguish minority groups from other groups in society.

c. Understand the application of discrimination and prejudice and discuss their three main sources.

d. Recognize the five most common patterns of minority group treatment.

e. Become aware of the conditions under which minority groups live in the United States.

f. Understand why everyone (even those in the majority) are "ethnic."

g. Explain how ethnicity can extend to identification with unusual criteria.

h. Defend why "minorities" are world majorities.

i. Understand what we mean by 1st, 2nd and 3rd world people.

j. Discuss and defend the myth of "race."

k. Explain why race and ethnicity do not necessarily always go together.

i. Define multicultural, multiethnic and multilingual individual.

Major Topics (Instructional Content)

3. Gender, Age, and Health
   - a. Gender
   - b. Age
   - c. Health

Exit Outcomes (cont.)

15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Exit Outcomes (Course Objectives)

4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success Learner Outcome Statements

a. Distinguish between gender and gender roles and discuss how gender roles affect the life chances of men and women in society.

b. Discuss what effect the aging of the population is having on society and on the life chances of the elderly.

c. Summarize the state of health care in the United States.

d. Become aware of some of the special health-care concerns of various segments of society.

e. Define sex-role stereotyping.

f. Define ageism and assess how this definition applies to the young, middle-aged and older.

g. Distinguish between the terms to refer to people with many years of age such as: senior citizens, the elderly, aged, old people and gray panthers.

h. Understand the meaning of the term gerontology.

i. Discuss discrimination based on health, age and sex.

j. Know what resources to use if one was old, had severe high-blood pressure and was female in American society.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent ____________
or
Approximate Amount of Class Time 3 Weeks

GRADE LEVEL OR SUBJECT: Sociology - Grades 11/12

TEXT: USED FOR ALL UNITS: Sociology - The Study of Human Relationships; Teacher's Manual and Resource Guide - Sociology The Study of Human Relationships; Workbook - Sociology The Study of Human Relationships

UNIT OR TOPIC: Unit III Social Inequality

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Seeing Relationships: Compose a paragraph based on the following topic: What is scapegoating and what function does it serve?	Workbook: Skill Mastery Racial and Ethnic Relations
C. Graphic Interpretation: Interpreting Tables According to table in text, what are the poverty levels for various family sizes in the United States?	Statistics on the elderly Table Poverty levels by family size Various statistics on the occurrence of various illnesses in America.
D. Communication & Research Skills: Developing Research Skills Identifying Sampling Techniques	Teachers Manual and Resource Guide Race and Ethnic Relations
E. Other Social Studies Skills: Interpreting Primary Sources Homeless Families in America	Text: Excerpt from Rachel and Her Children: Homeless Families in America, by Jonathan Kozal

Sociology

Major Topics
(Instructional Content)

IV. Social Institutions

1. The Family
2. The Economy and Politics
3. Education and Religion
4. Science and Sport

Exit Outcomes (cont.)

11. Appreciate role and interaction of various individual, family, social, political and economic groups.
12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/ our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and women in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.

Indicators of Success
Learner Outcome Statements

a. Discuss family systems and marriage patterns from a cross-cultured perspective and describe the characteristics of the American family, including courtship and marriage patterns, family disruption, and current trends.

b. Discuss economic and political institutions, including types of economic systems and models, the characteristics of postindustrial America, the nature of power and authority, types of government, and the characteristics of the American political system.

c. Recognize the characteristics of education and religion as social institutions, including functionalist and conflict perspectives on education issues in American education, the functions and nature of religion, and the religion in American society.

d. Discuss science and sport as social institutions, including the rise of modern science, the norms and realities of scientific research, the institutionalization of sport, the characteristics of modern sport, and issues in American sport.

e. Understand census data, analyze editorial cartoons, summarize sociological information, and determine fallacies in reasoning.

f. Analyze census and demographic data by race, ethnicity, sex, national origin and socioeconomic status.

Sociology

Major Topics
(Instructional Content)

IV. Social Institutions

1. The Family
   a. The Family in Cross-Cultural Perspective
   b. The American Family

Exit Outcomes (cont.)

12. Demonstrate knowledge of economic concepts of capitalism and other economic systems.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.

14.8

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
6. Examine the role of famous men and in history from various ethnic groups.
7. Explain essential characteristics of local, state, and national government.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
11. Appreciate role and interaction of various individual, family, social, political and economic groups.

Indicators of Success
Learner Outcome Statements

a. Distinguish how norms influence the ways in which marriage and family patterns around the world are organized.

b. Describe which basic societal needs are satisfied by the family institution.

c. Realize the ways in which family life can be disruptive for family members.

d. Predict some of the trends in American family life currently being examined by sociologists.

e. Examine the marriage customs of at least five disparate and different cultures or ethnic groups and determine how they compare and contrast.

f. Understand the role and view of the family in five disparate and different cultures or ethnic groups and determine how they compare and contrast.

g. Explain nuclear vs. extended family patterns.

h. Know statistical demographic data about single head-of-household families.

14.9

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
2. The Economy and Politics a. The Economic Institution b. The Political Institution	3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/values and beliefs. 7. Explain essential characteristics of local, state, and national government. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Interpret how preindustrial, industrial, and postindustrial societies differ in terms of what sector of the economy is emphasized. b. Compare and contrast the characteristics of pure capitalism and pure socialism and discuss what factors affect how closely the United States economy follows the capitalist model. c. Explain how the exercise of power varies by type of government. d. Recognize the characteristics of the American political system. e. Categorize political factors in contrast to economic factors. f. Determine how democratic the American political system really is or is not. g. Assess whether or not the exercise of political power is mostly for the well-to-do or the well-connected in American society. h. Appraise whether or not the United States should be more or less capitalistic. i. Appraise whether or not the United States should be more or less socialistic.

Sociology

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
3. Education and Religion	4. Compare and contrast different governments/cultures/values and beliefs.	a. Interpret and evaluate how the views of functionalist and conflict sociologists differ concerning the role of education in society.
a. The Sociology of Education	7. Explain essential characteristics of local, state and national government.	b. Recognize current issues in American education, such as educational reform, violence in schools, computer education, special education, bilingual education and multicultural education.
b. The Sociology of Religion	8. Understand Social Studies terms/concepts.	c. Explain the basic societal needs served by religion and discuss how the nature or religion varies cross-culturally.
	9. Develop higher level thinking skills.	d. Discuss the distinctive features of religion in American Society.
	10. Apply knowledge to solve problems through use of appropriate research.	e. Define equal educational opportunity and name key legal cases and laws defending this concept.
	11. Appreciate role and interaction of various individual, family, social, political and economic groups.	f. Ascertain the influence of religion in government despite the separation of church and state.
	13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.	g. Discuss multicultural education as reported by the popular press and as reported by professional education journals.
	14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society.	
	16. Encourage positive human interaction with the environment.	
	17. Analyze conflict and cooperation.	

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
4. Science and Sports a. Science as a Social Institution b. Sports as a Social Institution	4. Compare and contrast different governments/cultures/values and beliefs. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 11. Appreciate role and interaction of various individual, family, social, political, and economic groups. 13. Establish an awareness of current issues and events and their relationship to individuals, states, and nations. 14. Appreciate the cultural diversity found in our country and develop an awareness of the rights, duties and responsibilities of each individual as a member of a multicultural non-sexist society. 16. Encourage positive human interaction with the environment. 17. Analyze conflict and cooperation.	a. Identify what factors led to the institutionalization of science. b. Realize how the norms of scientific research differ from the realities of scientific research. c. Identify and describe the seven characteristics that distinguish sport as an institution. d. Discuss the sociological findings concerning racial discrimination in organized sports and the state of women's athletics. e. Determine the role of minorities in sports and science. f. Assess if science research abides by a code of ethics. g. Assess whether or not organized sports at the college level and at the professional level are well regulated by rules and laws. h. Evaluate the way the rules for the Olympics are regulated and enforced.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 4 Weeks
or
Approximate Amount of Class Time________

GRADE LEVEL OR SUBJECT: Sociology - Grades 11/12

TEXT: USED FOR ALL UNITS: Sociology - The Study of Human Relationships; Teacher's Manual and Resource Guide - Sociology The Study of Human Relationships; Workbook - Sociology The Study of Human Relationships

UNIT OR TOPIC: Unit IV Social Institutions

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills:	
B. Critical Thinking Skills: Assessing Cause and Effect What factors cause homelife in American Families to change? What are the effects of divorce?	Text: Applying Sociology Case Studies The Changing American Family
C. Graphic Interpretation: Interpreting the Visual Record Analyzing Editorial Cartoons	Text: Developing Sociological Imagination
D. Communication & Research Skills: Locating and Gathering Information Examination of the Cult Phenomenon Since 1960	Filmstrip - Cults, Charisma and Mind Control Human Relations Media
E. Other Social Studies Skills: Interpreting Primary Sources The Impact of Religious Lobbies	Text: Excerpt from Religion in American Politics Contributor: Allen D. Hertzke

Sociology

Major Topics (Instructional Content)	Exit Outcomes (Course Objectives)	Indicators of Success Learner Outcome Statements
V. The Changing Social World 1. Collective Behavior and Social Movements 2. Population and Urbanization 3. Social Change and Modernization	1. Explain what we mean when we exhibit patriotism and citizenship. 2. Demonstrate knowledge of how our community/our state/our nation began. 3. Develop basic geographic literacy. 4. Compare and contrast different governments/cultures/ values and beliefs. 5. Exhibit an understanding of interdependence and demonstrate global awareness. 8. Understand Social Studies terms/concepts. 9. Develop higher level thinking skills. 10. Apply knowledge to solve problems through use of appropriate research. 13. Establish an awareness of current issues and events and their relationship to individuals, communities, states, and nations. 15. Pursue active civic responsibility. 16. Encourage positive human interaction with the environment.	a. Interpret the preconditions necessary for collective behavior to occur, the characteristics of collectives and social movements, and the theories developed to explain collective behavior. b. Discuss the characteristics of population change and urbanization and the theories developed to explain each process. c. Compare and contrast the principal theories of social change and modernization and describe some of the positive and negative social environmental consequences of modernization. d. Prepare an oral history, analyze a sociological data map, and compose a comparative essay. e. Exhibit how people can be involved in social movement. f. Discuss the role of the individual and the environment. g. Explain whether the rights of the individual are more important than the rights of the group. h. Distinguish between majority rule and minority rights. i. Describe modernization in a culturally pluralist society.

Sociology

Major Topics
(Instructional Content)

1. Collective Behavior and Social Movements
   a. Collective Behavior
   b. Social Movements

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/ values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.

Indicators of Success
Learner Outcome Statements

a. Discuss the preconditions necessary for collective behavior to occur and how these preconditions build on one another.

b. Recognize how the various types of collectives differ.

c. Discuss the theories that have been developed to explain collective behavior.

d. Distinguish between the various types of social movements and discuss the four stages in the life cycle of such movements.

e. Discuss the theories that have been developed to explain social movements.

f. Compare and contrast various social movements.

g. Analyze feminism as a social movement.

h. Analyze the civil rights movement as a social movement.

i. Assess the laws governing special education as a social movement.

j. Critique the Chicano movement as a social movement.

k. Compare collective behavior to the behavior of certain ethnic groups or national groups.

Sociology

Major Topics
(Instructional Content)

2. Population and Urbanization
   a. Population Change
   b. Urban Life

Exit Outcomes
(Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.

Indicators of Success
Learner Outcome Statements

a. Become aware of the factors that affect the size and structure of populations and discuss how sociologists measure these factors.

b. Discuss the theories that have been proposed to explain population change and the programs that have been instituted to control population growth.

c. Trace how cities evolved and why urbanization is such a recent event.

d. Discuss the models that have been proposed to explain the structure of cities and the theories that have been put forth to explain city life.

e. Analyze rural verses urban demographic data in education, health, income, lifestyles and family.

f. Distinguish between white and non-white, male and female, and poor and rich, population growth and change.

Major Topics (Instructional Content)

3. Social Change and Modernization
   a. Theories of Social Change
   b. Modernization

Exit Outcomes (Course Objectives)

1. Explain what we mean when we exhibit patriotism and citizenship.
2. Demonstrate knowledge of how our community/our state/our nation began.
3. Develop basic geographic literacy.
4. Compare and contrast different governments/cultures/values and beliefs.
5. Exhibit an understanding of interdependence and demonstrate global awareness.
8. Understand Social Studies terms/concepts.
9. Develop higher level thinking skills.
10. Apply knowledge to solve problems through use of appropriate research.
13. Establish an awareness of current issues and events and their relationship to individuals, communities, states and nations.
15. Pursue active civic responsibility.
16. Encourage positive human interaction with the environment.
17. Analyze conflict and cooperation.

Indicators of Success Learner Outcome Statements

a. Report on the theories social scientists have offered to explain the process of social change.

b. Compare and contrast how modernization theory and world-system theory differ in their views on modernization in developing nations.

c. Recognize some of the positive and negative consequences of modernization for social life and the natural environment.

d. Prepare a list of activities to involve people in social change.

e. Explain the social change that must occur if minorities and women are to achieve equality with white males.

f. Describe social change from the standpoint of those in power and those out of power.

g. Analyze the conflict between ethnic pride and modernization.

OUTLINE OF SOCIAL STUDIES SKILLS FORM

Approximate # of Hours Spent 3 Weeks
or
Approximate Amount of Class Time ________

GRADE LEVEL OR SUBJECT: Sociology - Grades 11/12

TEXT: USED FOR ALL UNITS: Sociology - The Study of Human Relationships; Teacher's Manual and Resource Guide - Sociology The Study of Human Relationships; Workbook - Sociology The Study of Human Relationships

UNIT OR TOPIC: Unit V The Changing Social World

I. SKILLS USED	II. SUPPORT MATERIALS, SOFTWARE, VISUALS, ETC.
A. Map Skills: Using Information From Maps	Text: The Status of Human Welfare Based on data from Robert J. Tata and Ronald R. Schultz, "Word Variations in Human Welfare: A New Annals of Association of American Geographers
B. Critical Thinking Skills: Composing a Comparative Essay "Points of Comparison" "Modernization Theory" "World - System Theory"	Text - Writing About Sociology Text - The White Male Club
C. Graphic Interpretation: Using Charts, Graphs, and Tables Birth and Death Rates for Selected Nations	Text: Birth and Death Rates for Selected Nations; World Population Data Sheet Population Data Sheet; Population Reference Bureau, Inc. Washington D.C.
D. Communication & Research Skills: Developing Reading Comprehension Cross-Cultural Variations	The Female Eunuch Teacher's Manual - Resource Guide Who were the Leaders of the Solidarity Movement
E. Other Social Studies Skills: Developing a Sense of Chronology The Evolution of the City	Text on Urban Plight and Urban Flight Text: Case Study The American City